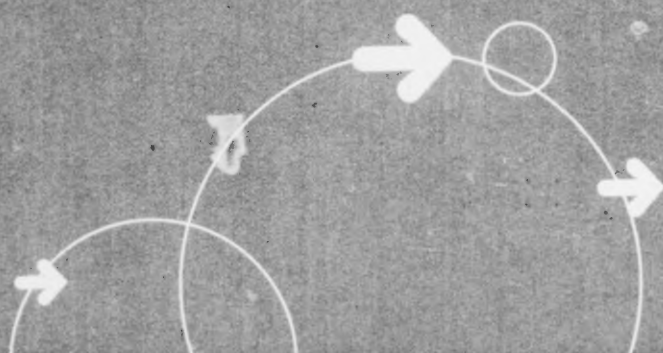




2005/2006

ACADEMIC ANNUAL REPORT



Going Places.

2005/2006



ACADEMIC ANNUAL REPORT



Programs, by Division

Aboriginal Education

Aboriginal Language Specialist (D)
 Aboriginal Self-Government Administration (D)
 ACCESS Programs
 Biindigen College Studies (C)
 Information and Office Assistant (C)
 Information and Office Administration (D)

Applied Sciences

Animal Health Technology (D)
 Applied Biopharmaceutical Processing (A)
 Applied Pharmaceuticals (C)
 Chemical and Biosciences Technology (Co) (D)
 Child and Youth Care (D)
 College Preparation for Nursing (C)
 Community Development / Community Economic Development (CD/CED) - Community Internship
 Community Development / Economic Development (C)
 Dental Assisting - Level 2 (C)
 Diploma Nursing - Accelerated (D)
 Disability & Community Support (D)
 Early Childhood Education (D)
 Early Childhood Education - Workplace (D)
 Family Support Worker (C)
 Health Care Aide (C)
 Health Care Aide/Unit Clerk (C)
 Joint Baccalaureate Nursing (J)
 Magnetic Resonance Imaging and Spectroscopy (A)
 Medical Laboratory Sciences (D)
 Medical Radiologic Technology (D)
 Quality Assurance/Quality Control (QA/QC) in the Pharmaceutical Industry (A)
 Radiation Therapy
 Rehabilitation Assistant (C)

Business and Applied Arts

American Sign Language - English Interpretation (J)
 Aviation Management (D)
 Business Administration (D)
 Business Administration Integrated (D)
 Commerce/Industry Sales and Marketing (C)
 Computer Accounting Technician (C) (L)
 Computer Analyst/Programmer (Co) (L) (D)

Computer Analyst/Programmer Integrated (Co)(L)(D)
 Creative Communications (D)
 Culinary Arts (Co) (L) (D)
 Deaf Literacy
 Deaf Studies (C)
 Digital MultiMedia Technology (L) (D)
 Graphic Design (D)
 Graphic Design - Advanced (A)
 Health Information Technologist (D)
 Hospitality & Tourism Management (Co) (L) (D)
 Hotel and Restaurant Management (Co) (L) (D)
 Information Systems Technology (Co) (L) (D)
 International Business (A)
 Library and Information Technology (D)
 Professional Baking (Co) (L) (C)
 Tourism Management (Co) (L) (D)

Continuing Education

Applied Counselling (C)
 Health Unit Clerk (C)
 Legal Administrative Assistant (C)
 Occupational Health & Safety (C)
 Office Technician (C)
 Para Educator (C)
 Photography - Enhanced (C)
 Power Engineering (5th Class) (C)
 Recreation Facilitator for Older Adults (C)

Education, Curriculum & Learning Resources

Academic Development Programs (C)
 Business Teacher Education - After Degree (J)
 Business/Technology Teacher Education (J)
 English as a Second Language (ESL) Programs (C)
 Introduction to Business (C)
 Industrial Arts/Technology Teacher Education (J)
 Industrial Arts/Technology Teacher Education - After Degree (J)
 Vocational Industrial Teacher Education (J)

Industrial Technologies

Architectural/Engineering Technology (Co) (L) (D)
 Building Design CAD Technology (Co) (D)
 Carpentry and Woodworking (C)

Civil/CAD Technology (Co) (L)
 Computer Engineering Technology (D)
 Electrical (C)
 Electrical Engineering Technology (D)
 Electronic and Network Technician (C)
 Electronic Engineering Technology (D)
 Electronic Engineering Technology Integrated (D)
 Environmental Protection Technology (Co) (L) (D)
 Geographic Information Systems (GIS) Technology (A)
 Geomatics Technology (Co) (L) (D)
 Greenspace Management (Co) (D)
 Instrumentation Engineering Technology (D)
 Municipal Engineering Technology (Co) (L) (D)
 Network Technology (CCNA) Certificate (C)
 Network Technology (CCNP) Certificate (C)
 Network Technology (CCNP) Diploma (D)
 Piping Trades (C)
 Refrigeration and Air Conditioning Technician (C)
 Structural Engineering Technology (Co) (L) (D)
 Wood Products Manufacturing - Certificate (C)
 Wood Products Manufacturing Technology - Diploma (Co) (D)

Transportation, Aviation & Manufacturing

Aircraft Maintenance Engineer (D)
 Automotive Service Education Program
 Automotive Technician - Certificate (C)
 Automotive Technician - Diploma (D)
 Collision Refinishing (C)
 Collision Repair and Refinishing (C)
 Gas Turbine Engine Repair & Overhaul
 Heavy Duty Equipment Mechanic (C)
 Manufacturing CAD (C)
 Manufacturing Technician (D)
 Mechanical Engineering Technology (D) (Co)
 Outdoor Power Equipment Technician (C)
 Power Engineering Technology (D)
 Precision Metal Manufacturing (C)
 Technical Communication (Co) (D)
 Technology Management (A)
 Welding (C)

(Co) Co-operative Education programs (may be optional)
 (L) Laptop computer delivery
 (C) Certificate program (usually 10 months)

(D) Diploma program (usually 2 years or more)
 (A) Advanced Diploma program
 (J) Joint program with the Univ. of Manitoba or Univ. of Winnipeg

Table of Contents



The Year in Review	2
College Profile	4
Graduate Satisfaction and Employment.....	7
Academic Excellence.....	8
Student Success.....	13
New Directions	21
Academic Programs	23
Education, Curriculum and Learning Resources.....	56
Continuing Education	60
Distance Education	65
Regional Campuses.....	66
Apprenticeship	68
Applied Research and Commercialization	70
Co-operative Education	71
International Education	72
Appendix 1 - Partnerships.....	73
Appendix 2 - Program Highlights, 2005/2006.....	75

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<http://www.rrc.mb.ca>

Princess Street Campus

160 Princess Street
Winnipeg, Manitoba R3B 1K9
Telephone: 204-949-8337
Fax: 204-949-9188

Winnipeg Adult Learning Centre

400 - 123 Main Street
Winnipeg, Manitoba R3C 1A3
Telephone: 204-945-0345
Fax: 204-948-2449

Language Training Centre

300 - 123 Main Street
Winnipeg, Manitoba R3C 1A3
Telephone: 204-945-6151
Fax: 204-948-3214

Heavy Equipment Training Centre

1616 King Edward Street
Winnipeg, Manitoba R3H 0G5
Telephone: 204-953-1860
Fax: 204-697-0451

Stevenson Aviation and Aerospace Training Centre - Winnipeg

2280 Saskatchewan Avenue
Winnipeg, Manitoba, Canada R3J 3Y9
Telephone: 204-949-6001
No Charge-Dial: 1-866-706-5833
Fax: 204-948-2499

Stevenson Aviation and Aerospace Training Centre - Southport

Box 237, Hangar 4
Southport, Manitoba R0H 1N0
Telephone: 204-428-6300
No Charge-Dial: 1-800-665-9864
Fax: 204-428-6305

Gimli Campus

P.O. Box 190, 234 Tudor Lane
Gimli Industrial Park
Gimli, Manitoba R0C 1B0
Telephone: 204-642-5496
Fax: 204-642-4189

Portage Campus

P.O. Box 67, Building 36
Southport, Manitoba R0H 1N0
Telephone: 204-428-6322
Fax: 204-428-6337

St. Pierre Community Learning Centre

479 Turenne Street
St. Pierre, Manitoba R0A 1V0
Telephone: 204-433-7404
Fax: 204-433-7973

Steinbach Campus

Unit 2 - 385 Loewen Blvd.
Steinbach, Manitoba R5G 0B3
Telephone: 204-320-2500
Fax: 204-346-0178

Steinbach Community Learning Centre

Unit 2 - 385 Loewen Blvd.
Steinbach, Manitoba R5G 0B3
Telephone: 204-320-2500
Fax: 204-346-0178

Winkler Campus

100 - 561 Main Street
Winkler, Manitoba R6W 1E8
Telephone: 204-325-9672
Fax: 204-325-4947

Winkler Community Learning Centre

300 - 561 Main Street
Winkler, Manitoba R6W 1G3
Telephone: 204-325-4997
Fax: 204-325-5945

THE YEAR IN REVIEW

"The knowledge and skills learners acquire at Red River College are a catalyst for innovative achievement in Manitoba's business and social sectors and beyond. They build our economy and enrich our whole society."



Ken Webb
Vice-President, Academic and Research
Red River College

The year in review

Our new academic vision statement sets the benchmark for measuring our academic achievements. Through it, we acknowledge that the role of post-secondary education is more than simply imparting knowledge and transmitting culture. Education must stimulate economic growth and expand social and cultural awareness.

Academic Plan 2020

After a decade of explosive growth and new achievement milestones every year, it was time for the college to take a deeper look into the future and plan for the post baby boomer workforce of the 21st century. Red River College undertook an extensive visioning and planning process and established a framework for development for the next 15 years. The result is *Academic Plan 2020*.

Academic Plan 2020 will guide the strategic development of our academic programs, applied research, student services and infrastructure over the next 15 years. As the core business of the College is educational programming, *Academic Plan 2020* also becomes the basis for all College operations and corporate and divisional plans.

Our research showed that RRC needs to expand the scope of the education we provide. The powerful economic impact of a retiring generation of boomers, the international race for increased productivity and the growing diversity of the workforce means Manitoba needs more from its college system. It needs increased participation, especially from youth, Aboriginal people and new immigrants to Canada. It needs more support for innovation and commercialization through applied research. It needs RRC to increase capacity, to serve more students, in a broader range of programs.

RRC needs to expand existing programs and provide new programs for the sectors we currently serve. We also need to serve other important sectors of Manitoba's economy such as natural resources, agriculture, energy, and arts & culture.

We need to provide industry with access to a broader range of programs, from customized training and professional upgrading to applied degrees and post-graduate certificates. We need to provide Manitoba with access to a comprehensive polytechnical model of education to create a workforce that reflects the needs of an open and globally competitive economy.

Academic Plan 2020 provides details of how we will meet Manitoba's need for a stronger college system. It identifies how we will provide top quality programming, faculty, staff, student services, technology and facilities. It also outlines our strategy for setting academic and research standards; measuring and assuring quality; attracting, retaining and developing the best teachers, staff and advisors; and attracting applied research opportunities.

It describes how RRC will become Manitoba's polytechnic, a leading technical institute preparing career-ready graduates who combine critical thinking with theoretical understanding and practical competence.

Record High Enrolment – Again

With the support of the provincial government's College Expansion Initiative, RRC enrolment continued to grow as the college added more capacity and new programs.

Enrolment in full-time programs, apprenticeship classes and distance education all reached new record highs. Full-time enrolment was up 2.4 percent, to an all time high of 7,935. Apprenticeship enrolment was up 9.1 percent to 1,985 and Distance Education enrolment exceeded 4,000 for the first time ever, reaching 4,075. Regional Campus activity also grew, with full-time enrolment up four percent and part-time enrolment increasing 20 percent.

New Programming

RRC has been systematically implementing a multi-year expansion strategy to expand college capacity. The last six years have seen more than 40 new programs launched, and many existing ones expanded.

In 2005-06 seven new programs were introduced or approved for development and three more were expanded to address critical labour market needs.

New:

- Applied Biopharmaceutical Processing
- Applied Pharmaceutics
- Information and Office Assistant
- Information and Office Administration
- Power Engineering Diploma
- QA/QC in Pharmaceutical Industry

Expanded:

- Early Childhood Education
- Medical Laboratory Sciences
- Medical Radiological Sciences

Approved for 2006-07:

- 3D Computer Graphics

Applied Research

RRC continues to develop its applied research mandate to become a leader in the application of knowledge. By adding applied research projects to the curriculum, the college prepares our graduates to be the next generation of applied researchers.

The College achieved Social Sciences and Humanities Research Council (SSHRC) eligibility status in 2005-06, and eligibility for Canadian Institutes of Health Research (CIHR) will be granted as required when RRC wins a CIHR research award.

Work continued on the three-year Natural Sciences and Engineering Research Council (NSERC) Community College Innovation Pilot project, with RRC providing support to the manufacturing industry to develop advanced manufacturing practices. RRC is one of only six colleges in Canada selected to participate in this program.

Major applied research projects in 2005-06 included:

- Construction of RRC's first dedicated research facility, the Center for Applied Research in Sustainable Infrastructure
- Supporting the City of Winnipeg's Hydrogen Hybrid Internal Combustion Engine (HHICE) transit bus project
- Integrating a new low emission diesel engine power system into an intercity highway bus for Motor Coach Industries (MCI).
- Assisting the manufacturing industry to develop Leading Advanced Manufacturing Practices (LAMP)
- Developing the second generation Red River Raycer solar car

Campus Development

The infrastructure implications for continued growth are significant as both the Notre Dame and Princess Street campuses are at capacity for many program offerings. In addition, many facilities need modernization due to their age and advances in technology.

The construction of the Princess Street Campus added much needed new space, but enrolment and new programming have grown even faster, leaving the College with very little room to grow. Regional campuses and web-based offerings are helping to meet the demand,

but additional facilities are required.

In 2005-06 RRC initiated the following major infrastructure projects:

Construction:

- Centre for Applied Research in Sustainable Infrastructure (CARSI)
- Biotechnology/Pharmaceutical laboratory suite (five labs)
- Banister Road Apprenticeship Training Centre
- Steinbach Regional Campus

Design:

- Heavy Equipment Transportation Centre
- Civil/Environmental Chemistry Lab

Student Success

"Student success" is the foundation of RRC's philosophy. We help students learn. We help them achieve their educational goals. We help them realize their dreams for a better future.

RRC faculty and staff are committed to supporting students' success from the moment they make contact with the College. We strive to develop a personal relationship with each learner. New initiatives to support student success include:

- Implementing a student-at-risk identification and intervention program, including a First-year Integrated Tracking (FIT) system

- Expansion of the faculty academic advising system
- Introduction of a First-Year, First-Day orientation program for new students
- Introduction of a new student information system (Colleague) to support an enhanced array of student services and supports

Driving Innovation

There is a growing global awareness of the importance of applied learning. It is recognized not only in the business and industrial communities, but in society as a whole. An exceptional college education provides knowledge and skills for learners to apply throughout our business, industrial and social service communities. When these are properly focused, they inspire innovation – enhancing our growth and social progress at all levels.

Red River College has a remarkable history of continually evolving to meeting the changing needs of learners and employers. We will continue to drive innovation in our community as we build a workforce for the 21st century.



Low Emission Diesel Engine Integration project with Motor Coach Industries (MCI) - RRC faculty and students engineered the integration and installation of a new heavy-duty low-sulphur emission diesel engine into an MCI highway coach.

COLLEGE PROFILE

Going Places

Red River College graduates truly are going places; they possess the knowledge, flexibility and curiosity to contribute, learn and adapt in a changing economic, social and cultural environment.

Through more than 110 diploma, certificate and apprenticeship programs, RRC enables skilled, experienced and motivated graduates to succeed and achieve their dreams. The College strives to help learners find meaningful careers and provide a skilled and informed

workforce for Manitoba by setting the standard in applied post-secondary education and research programs and meeting the demand of the marketplace.

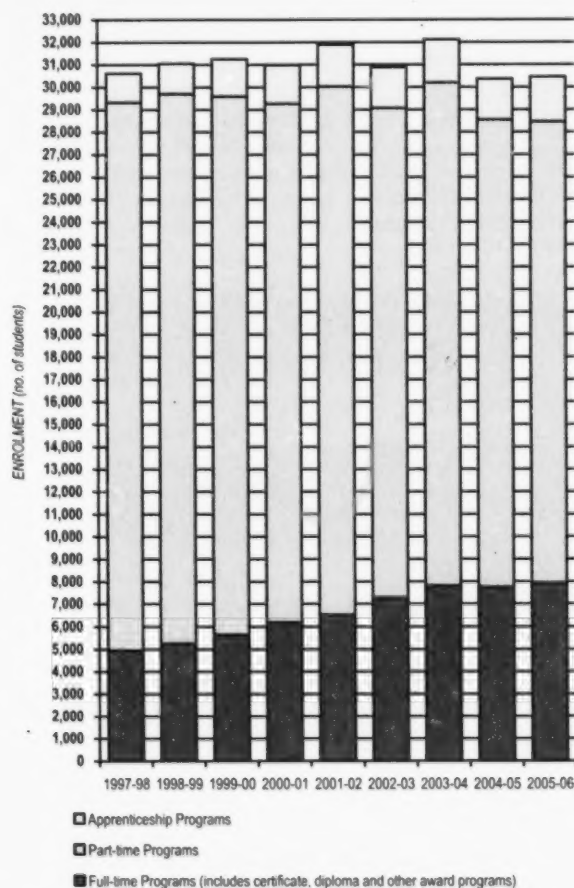
The College itself is going places by growing, changing, and adapting to meet the requirements of today's knowledge economy as well as the needs of the foundation economy. RRC is using technology to offer flexible programming to students where ever they may be and when ever they need to access it, updating

and expanding its programs to remain relevant for learners and improving facilities to ensure a top rate educational experience.

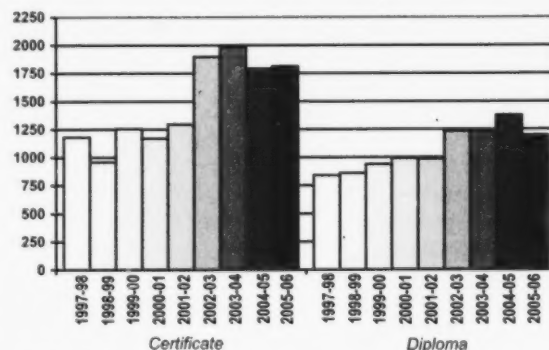
Full-Time Program Growth

The College has experienced significant growth in its regular full-time programs, (certificate, diploma and other award programs). Since 1997/1998, enrolment in these programs has increased by 60 percent.

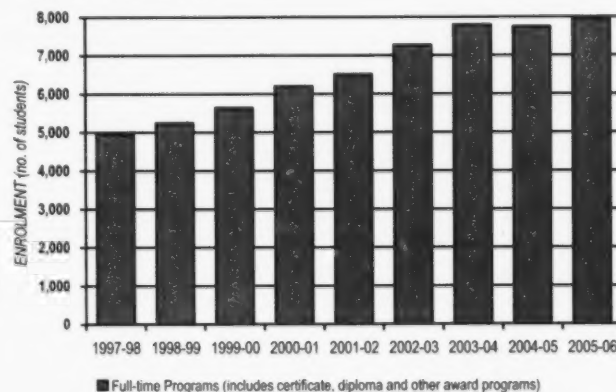
College Enrolment



Number of Graduates, Certificate and Diploma Day Programs



Full-time Enrolment



Vision and Mission

The College has a future-focused vision: Red River College is the leader in applied learning and innovation.

The mission of RRC is to enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research.

The College's ties to the community are reinforced through a 12-member Board of Governors. The Board focuses on the vision and long-term strategic directions for the College.

Organization

Red River College is a multi-campus institution. In the past 5 years, the square feet of space operated by the College increased by 32 percent. Yet, with the increased labour market demand for more post-secondary graduates and programs, the need for physical infrastructure continues to be a pressing issue for the College.

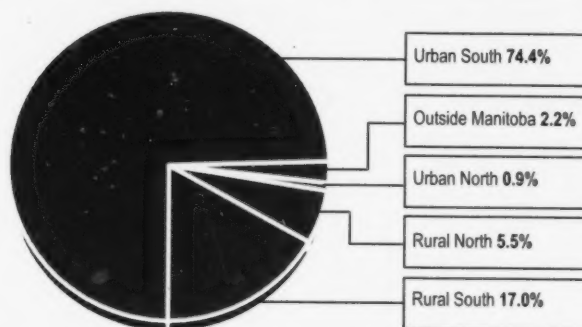
RRC is embarking on the development of a 15 year Campus Master Plan with the aim of increasing capacity through the construction of a new Heavy Equipment Training Centre and the long term goals of establishing a Culinary Institute and a Student Residence. All new construction and infrastructure renewal follow the Leadership in Energy and Environmental Design (LEED) standards employed in the construction of the award winning Princess Street Campus located in Winnipeg's historic Exchange District.

Presently, RRC students can be found in Winnipeg at 7 locations: the Notre Dame Campus, the Princess Street Campus, the Language Training Centre on Main Street, the Stevenson Aviation & Aerospace Training Centre, a satellite centre in historic St. Boniface, the Bannister Road Apprenticeship Training facility, and the Heavy Equipment Transportation Centre. In addition, the College operates 5 Regional Campuses located in Gimli, Winkler, Portage la Prairie (2), and Steinbach.

Programming

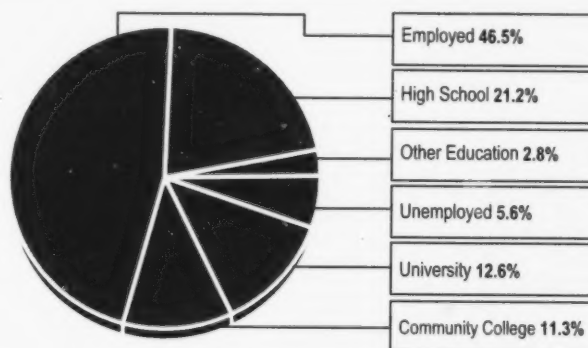
RRC offers a diversity of credentials, including post-secondary joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health and technology. In addition, the College provides training for apprentices in 29 designated trades.

Student Location Prior to Entry to RRC, 2005/2006

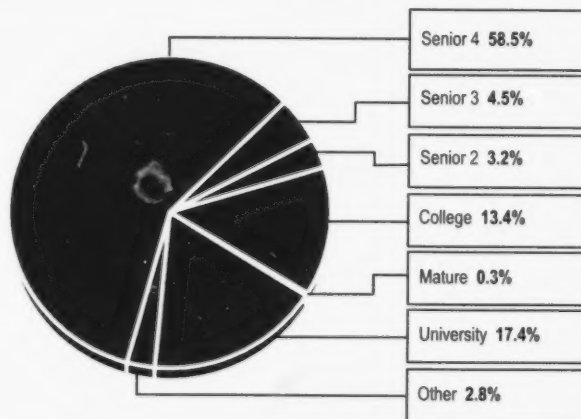


Note: Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.

Main Activity in Year Prior to Entry to RRC, 2005/2006



Previous Education Levels of Students, 2005/2006



Note: Highest level of education attained is calculated from the 65% of entering first-year students who reported their previous academic level of education.

2005/2006 Academic Annual Report

The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Education and Distance Education offices, and its Regional Campuses.

The College also responds to the specialized and customized education and training needs of business, industry, government and community organizations. The Contract Training unit of Continuing Education provides centralized sales, service and administrative support to contract training initiatives of all departments and divisions.

Demographics

In 2005/2006, the majority of students enrolled in full-time programming were between 20 and 24 years of age. Approximately 47

percent of incoming students were employed in the year prior to coming to RRC, while 21 percent were at high school and 13 percent were at university.

Students came to the College from across the province. Seventy-four percent of students are from the urban south. Excluding apprenticeship training, women comprised 51 percent of the full-time student population in 2005/2006.

As a comprehensive college, RRC serves a diverse population with a varied educational background. Over 58 percent had a Senior 4 level education, another 31 percent had attended college or university programs.

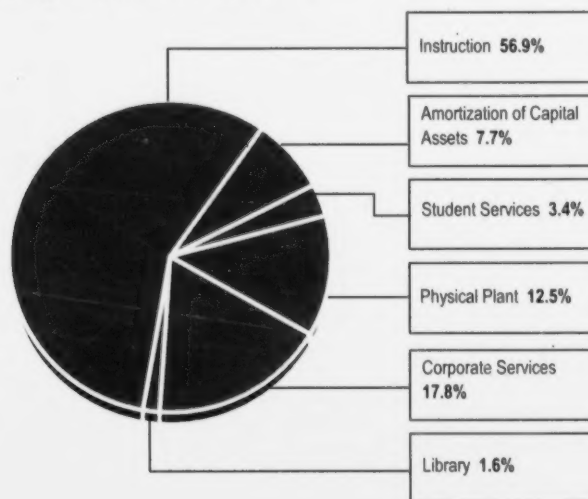
Resources

In 2005/2006, the total human resources complement of the College was approximately 1100 full-time equivalent staff years.

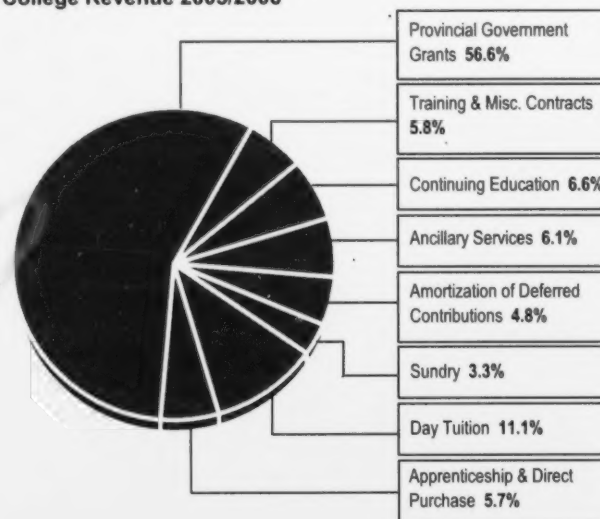
The College operates on a not-for-profit basis with an annual expenditure of approximately \$110,000,000.

As a publicly funded institution, the College relies significantly on provincial government grant support, which comprises approximately 57 percent of its total revenue in 2005/2006. The College receives tax exempt status as a registered charity.

College Expenditures 2005/2006



College Revenue 2005/2006



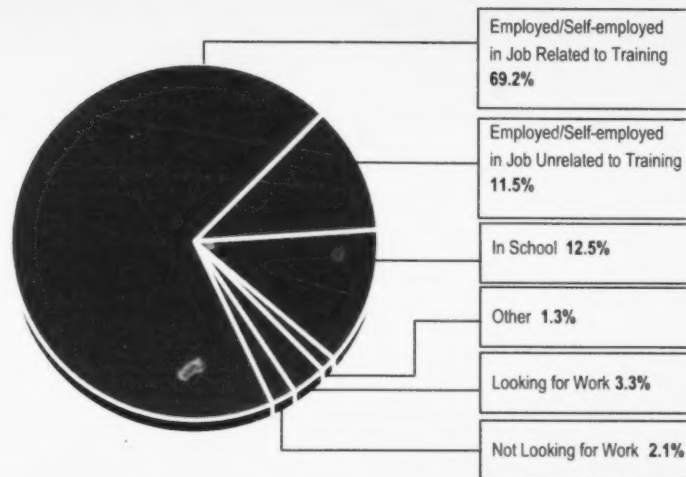
GRADUATE SATISFACTION AND EMPLOYMENT

Red River College's Satisfaction and Employment survey of 2004/2005 graduates shows that graduates continue to find jobs in Manitoba and express high levels of satisfaction with their education.

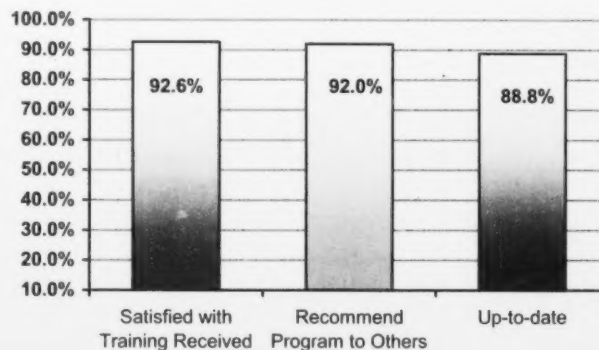
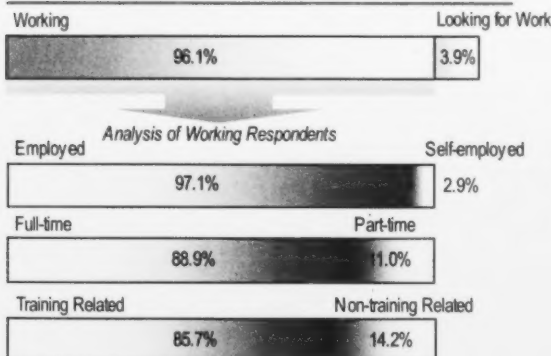
Of all full-time day program graduates who responded to the survey, 93.3 percent were employed or furthering their education.

Of those graduates who were in the workforce, seeking employment, 96.1 percent found jobs. Only 3.9 percent were looking for work. Moreover, of the responding employed graduates who reported an employer's address, 94.4 percent were in Manitoba. By far most College graduates remain in Manitoba to contribute to the province's prosperity and to its social and cultural vitality.

Current Status



Graduates in the Labour Force



Almost 86 percent of employed/self-employed graduates reported that they were working in a field related to the education and training received. In addition, 88.9 percent of the employed/self-employed graduates reported that they were employed full-time.

Close to 93 percent of all respondents reported that they were very satisfied or satisfied with their education at Red River College and 92 percent said they would recommend their program to others.

Graduates also reported their annual salaries. There is variation in the level of achieved income by program with an average of \$31,584, which was an increase of 4.6 percent over that reported by 2003/2004 graduates.

Top Ten Average Starting Salaries

Diploma Nursing (Accelerated)	\$55,352.84
MRI and Spectroscopy	\$51,845.21
Power Engineering Third Class	\$44,357.77
Power Engineering Fourth Class	\$43,532.88
Structural Engineering Technology	\$42,933.33
Geographic Information Systems Technology	\$41,375.00
Mechanical Engineering Technology	\$40,466.89
Medical Radiologic Technology	\$40,149.44
Collision Refinishing	\$40,026.13
Information Systems Technology	\$40,016.89

(Training Related full-time Employed/Self-employed Respondents only)

ACADEMIC EXCELLENCE

Red River College develops and delivers applied education that provides true prospects for career and personal success to a wide variety of learners. The result is a highly skilled, motivated and diverse workforce.

RRC's purpose is to support and encourage students' careers, quality of life and ability to contribute to the province's social and economic prosperity. Student success is at the heart of academic life at Red River College.

We have a proud tradition of academic excellence. We measure and report on how well we are doing, and we use the results to help us do better. Through a commitment to continuous improvement we are always renewing our programs and introducing new ones. We benchmark ourselves against the best in the world.

RRC Builds First Applied Research Facility

The 10,000 square foot Centre for Applied Research in Sustainable Infrastructure (CARSI) building, RRC's first dedicated research facility and the first new building on the Notre Dame Campus in 20 years, was constructed during 2005-06.

The research lab, funded jointly through the Canada Foundation for Innovation, the Manitoba Innovation Fund, and Red River College, will accommodate Civil Engineering Technology laboratories and applied research on advanced composite materials, asphalt concrete systems, large light-frame wood structures and building envelope systems.

Creative Communications Writers' Retreat Great Success

From February 24 to 26, 2006, the first "Gemini Project" Writer's Retreat for Creative Communications students took place at the Delta Marsh Field Station. Scotiabank Giller Prize-winning author

David Bergen and bestselling horror novelist Susie Moloney, both Red River College alumni, served as writers-in-residence for the retreat.

RRC Students Win Gold at Canadian Skills Competition

RRC students made up one third of the Manitoba team competing in the 12th annual Canada Skills Competition in Halifax. Team Manitoba sent 60 provincial individual medalists and teams to this competition. Of the 20 students from RRC, two received gold medals, four received silver medals, and two individuals will be members of Team Canada at the 39th World Skills Competition in Shizuoka, Japan.

Information Technology Career Camps Well-Received

The Business and Applied Arts division received Technical Vocational Initiative funding for an Information Technology camp to increase awareness about careers in information technology among high school students and among junior high school female students. Under Laurie Cutrone's leadership, RRC held its first Tech Camp with 42 junior high school girls and two teachers from 10 schools. A total of 14 department faculty and staff participated in the two-day event.

Transportation and Manufacturing Departments Power Applied Research Projects

The Transportation, Aviation and Manufacturing division collaborated on two major applied research projects

including the Hydrogen Hybrid Internal Combustion Engine (HHICE) transit bus project with the City of Winnipeg and the Low Emission Diesel Engine Integration project with Motor Coach Industries (MCI). RRC faculty and students provided refueling infrastructure, and operations and maintenance expertise to the HHICE project and engineered the integration and installation of a new heavy-duty low-sulphur emission diesel engine into an MCI highway coach to meet stringent United States 2007 emission requirements.

RRC Provides Winnipeg's Best Chefs

The Winnipeg Free Press published a feature story on Winnipeg's Ten Best Chefs. Five of the ten were RRC Culinary Arts graduates.

Continuing Education Wins International Marketing Award

The international Learning Resources Network (LERN) awarded the Continuing Education division first place in the Brochure Design category for the "Hot Rod College" brochure designed by Marc LeBrun.

Instructor Designs Police Training Tool

An Electrical/Electronics Engineering Technology instructor, Alex McIlraith, collaborated with Poetker Designs to design and produce a unique training device for the Winnipeg Police Service and police forces across North America. The patented tool is an electronic "ShocKnife" that is used to safely simulate an attack by a knife-wielding assailant.

RRC Receives 2006 Spirit of the Earth Award

Manitoba Hydro awarded the Aboriginal Education division a 2006 Spirit of the Earth award for the Medicine Wheel Garden at the Notre Dame Campus. The award promotes environmental awareness and recognizes the culture and history of Aboriginal people.

Lawson Foundation Honours RRC for Contribution to Community

The RRC Community Services department was the only Manitoba organization to receive one of the 12 Lawson Foundation 50th Anniversary Achievement Awards. These special anniversary awards recognize excellence and leadership through contribution to the community.

Publisher Selects Nursing Instructional Materials as Product of the Year

Jason Taylor, an instructor in the Nursing Department, was the author of the Memmler Suite, a set of anatomy and physiology text books and associated educational materials selected by Lippincott, Williams and Wilkins as their Product of the Year.

RRC Alumni Receive Writing and Broadcasting Awards

Author David Bergen, a graduate of the Creative Communications program won the Scotiabank Giller Prize, Canada's largest and most prestigious prize for fiction writing. David was recognized for his novel, "The Time In Between".

Dennis Tam, founder of the award winning graphics design studio Systematic Design, received a Gold medal in the Broadcast Design Association (BDA) North American Design Awards for the Best On-Air Network ID for his design work for the Fight Network. Dennis and his seven-year old company have also won Worldfest Awards for Global News and Global TV, and an

Emmy for ABC's Superbowl XXXVII production.

RRC Wins Second SMART Award

RRC was recognized along with 10 other "Smart" organizations for leadership in innovation. The Red River Raycer solar car received the Green Technology award.

Academic Leadership

Red River College continues to provide academic leadership within our community, across the country and overseas. Highlights for 2005-06 include:

- Second year Child and Youth Care students completed a practicum placement at Hope Haven Centre in New Orleans as part of the Hurricane Katrina disaster relief effort. The students supported staff and young people in the residential program at Hope Haven which provides daily living support to young people with emotional and behavioural problems. The facility lost over 80 percent of its direct care staff as a result of the hurricane.
- RRC hosted a staging stop for the North American Solar Challenge (NASC) solar car race. As well as taking four awards in its first appearance in the NASC, Red River hosted all teams as a major staging centre for the race.
- Students and staff in the Automotive Technician Certificate program partnered with Chase Autobody Supplies Ltd. to refurbish a 1998 Ford Windstar to donate to a family that had fled war torn Sierra Leone. The previously written off vehicle was donated by Chase as part of the North America-wide National Benevolence Program sponsored by painting and coatings manufacturer Akzo Nobel.
- The first year of the Early Childhood Education program was delivered for the first time by regional campuses to Fort Alexander, Southport and Winkler.
- The Portage and Winkler Campuses hosted and helped deliver the Rural Nursing Diploma Accelerated pilot program through video-streaming and on-site facilitating instructors.
- RRC partnered with Campus Canada to develop a national program to review workplace training courses for college and university recognition and credit.
- Students in the Winkler Campus Assertiveness and Basic Competencies (ABC) program, funded by Manitoba Education, raised \$60,000 for a play structure for children with disabilities.
- Continuing Education hosted and administered the Executive Challenge in partnership with the Manitoba Chambers of Commerce. This initiative offers high school students experience in all aspects of managing a small business in a competitive market. Twenty-three schools registered 81 teams for the event.
- The Teacher Education department provided coordination and administration for the on-site delivery of the Ferris State University Bachelor of Science in Technical Education degree and the Central Michigan University Masters of Arts in Education and Masters of Arts in Health Sciences degrees.
- RRC provided PLAR expertise for a CIDA mission to Brazil with the Canadian Labour and Business Centre and the Canadian Steel Trade and Employment Congress.
- Manitoba Family Services selected RRC's "Science of Early Childhood Development" educational materials for use by all of Manitoba's licensed children's centres.
- Ray Hoemsen, Director of Applied Research and Commercialization, was seconded to the Natural Sciences and Engineering Research Council (NSERC) as a visiting executive to help establish a Prairie Regional Centre in Winnipeg.
- A group of 12 International Business students participated in The Spanish Connection, a six-week intensive course at the Mediterranean University of Science and Technology (MUST) in Valencia, Spain.
- RRC was one of 14 Canadian post-secondary institutions selected to participate in the HRSDC funded project "Creating a Hospitable Learner Friendly Environment of all Adult Learners".

- Health Canada contracted with RRC to develop an "Introduction to Early Childhood Care and Learning" course for their Headstart program for First Nations communities.
- The Teacher Education department delivered the first course of the Certificate in Adult Education program to a group of master trainers in Chile in Spanish.

Aboriginal Education

Red River College is committed to helping Aboriginal youth and adults to access rewarding careers through post-secondary education.

- Red River College hosted the regional science fair for First Nations students. Sponsored by the Manitoba First Nations Education Resource Centre (MFNERC), the annual science fair draws more than 300 students attending grades 4 through Senior 4, from 56 First Nations operated schools in Manitoba.
- A new Aboriginal Student Support Centre and Community Relations Department was created to support Aboriginal student success across all RRC programs.
- The Aboriginal Education division worked to meet the educational needs of Aboriginal students in the North by strengthening links with Nunavut and providing special services and programs to Inuit students.
- RRC received funding for three years for the "Developing Curriculum by Integrating Aboriginal Culture with Educational Theory and Practice" project from the Council on Post-Secondary Education. The project will create a curriculum development process which incorporates Aboriginal culture with accepted educational theory.
- RRC expanded the one-year Microcomputer Applications certificate program for Aboriginal learners into a comprehensive two-year Information and Office Administration diploma program.
- programming. By combining their specialized resources and knowledge, partners can achieve more, and make it happen more effectively.
- RRC is part of a consortium forming the new Canadian Council on Learning (CCL) Aboriginal Learning Knowledge Centre (AbLKC). Lead by the University of Saskatchewan, the Centre works to recognize and build on the unique personal, cultural and historical contexts for Aboriginal learning and to share knowledge and promising practices across Canada.
- The Civil Engineering Technology department is working with First Nations communities across the province to provide water and waste water treatment plant operator training to remote communities.
- Manitoba Hydro is partnering with RRC's Centre for Applied Research in Sustainable Infrastructure to assess solar wall technology for use in Hydro's \$220 million office tower. The new headquarters building will be the most energy efficient commercial building in North America.
- Toromont Industries, one of the world's largest Caterpillar Dealers, has partnered with RRC to provide scholarships and new technology to Heavy Duty Technician students. RRC is only the third Canadian college selected to partner with Toromont.
- RRC is working with two new partners in Chile to deliver a four-year CIDA-funded project: Indigenous Education and Training (Chile). The major partner is the Corporacion Nacional de Desarrollo Indigena (CONADI), the organization which represents Aboriginal peoples in Chile. The academic partner, which will certify the RRC training in Chile, is the Universidad de Atacama.
- Winnipeg Aviation and Harv's Air joined with RRC to offer the flying training portion of the revised Aviation Management program.
- RRC partnered with the Centre for Canadian Language Benchmarks (CCLB) to develop three versions of the Canadian English Language Benchmark Assessment for Nurses (CELBAN). RRC is the national assessment site for the test and has established testing sites at Vancouver Community

College and Kwantlen University College in BC, Grant McEwen College and the Calgary Immigrant Assessment Service in Alberta, and George Brown and Centennial Colleges as well as St. Charles Adult Education Centre in Ontario.

- During 2005-06, the RRC International Centre began to form educational partnerships with universities and institutions in India. Students will undertake part of their education in India then come to RRC to complete a diploma program. Partnerships include: Amity University, Delhi Public School Society (DPSS), Canadian Institute for International Studies (CIIS), Lovely Professional University (LPU), FrankFinn, Rai Foundation Colleges, and Hindustan Group of Institutions.

Advisory Committees

Advisory Committees are a vital link between the College and the employers of our graduates. Each certificate and diploma program is supported by an active advisory committee that provides ongoing guidance from employers, graduates, students and specialists in the field.

Program Advisory Committees meet twice a year and any major program changes must be recommended by the committee. Over 1,000 volunteers from business, industry and the community sit on Program Advisory Committees to help maintain the quality and relevance of RRC programs.

Program and Curriculum Quality Assurance

A comprehensive, four-stage curriculum quality assurance process ensures that RRC programs remain up-to-date and meet the needs of students and employers.

- **Key Performance Indicators** such as retention and graduation rates, student and graduate satisfaction and graduate employment results are collected annually. The survey results are fed back to the departments and the industry-led

Partnerships

Partnerships strengthen our ability to develop and deliver high quality

Program Advisory Committees where they are used to make changes to the program.

- **Face Validation** is a first-level external review conducted by the Program and Curriculum Development department. It is a periodic review based on a comparative scan of similar programs across the country, an assessment of local and national labour markets, statistical KPI data from the past five years, and a review of the use of best practices in curriculum continuous improvement.
- **Program Renewal** is a comprehensive review that uses the DACUM process to renew the curriculum. Using industry practitioners and experts, a systematic process is used to identify the most current and emerging knowledge, skills and attitudes that are deemed significant to the future growth of the occupation. This profile is used to generate a revised curriculum.
- **Accreditation** is a review by an external body that compares the college program and the profile of graduating students against published standards set by a certification or professional body. Accreditation may be regional, national or international.

The following Curriculum Validations were conducted in 2005-06:

- Program Renewals
 - Aboriginal Language Specialist
 - Aerospace Manufacturing Technician
 - Certificate in Adult Education
- Face Validations
 - Business Administration Integrated
 - College Preparation for Nursing
 - Collision Refinishing
 - Creative Communications
 - Deaf Studies
 - Health Care Aide
 - Magnetic Resonance Imaging & Spectroscopy
 - Vocational Industrial Teacher Education

Programs completing external accreditation in 2005-06 include:

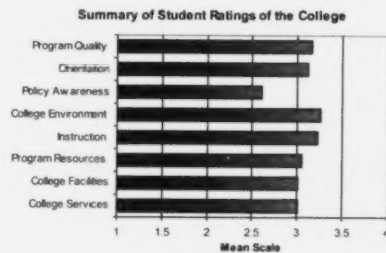
- Computer Analyst/Programmer Integrated (Canadian Information Processing Society)

- Computer Analyst/Programmer Integrated (Canadian Information Processing Society)
- Information Systems Technology (Canadian Information Processing Society)
- Electrical Engineering Technology (Canadian Technology Accreditation Board)
- Electronic Engineering Technology (Canadian Technology Accreditation Board)
- Instrumentation Engineering Technology (Canadian Technology Accreditation Board and Manitoba Apprenticeship)
- Medical Laboratory Sciences (Canadian Medical Association)

Student Evaluation of Program Survey

The annual Student Evaluation of Program report summarizes the attitudes and feelings of students towards their college experience in a graphical format that allows for quick and easy insight into students' satisfaction with the program.

The SEPS report takes the 44 questions on the student evaluation of program survey and factors them into eight dimensions of Program Quality, Orientation, Familiarization to College Policies, College Environment, Quality of Instruction, Program Resources, Facilities and College Services. These eight factors are reported on a simple bar chart, giving readers instant insight into the student's experience in the program.



Faculty Achievement

Susan Andree, Continuing Education Program Officer for Applied Arts, completed her Bachelor of Education degree from the University of Winnipeg in January 2006.

Marc Battle, Early Childhood Education Instructor, was appointed as the Manitoba representative to the Canadian Child Care Federation's national project: Physical Activity in the Early Years.

Deb Blower, RRC's PLAR Facilitator, was nominated for the YM-YWCA Women of Distinction Awards for her outstanding contributions and leadership to post-secondary and adult education in Manitoba, Canada and internationally.

Victor Butts, Warren Palmer and Rob Ataman, Manufacturing Technician Instructors, helped coordinate the CNC Operation and Precision Machinist competitions at the Skills Canada National competition held in Halifax.

Alexa Campbell, Technical Communications Instructor, writes a regular column for Intercom, the magazine of the Society for Technical Communication, on topics related to the teaching of technical communication. Alexa also received her Masters degree in Education from the University of Manitoba.

Neil Cooke was selected as the Department Chair of the Transportation, Math and Science Department of the Transportation, Aviation and Manufacturing Division.

Guy Dugas, Information Technology Instructor, received his M. Ed. in Post-Secondary Administration from the University of Manitoba.

Leon Fainstein, Rob Ataman, Larry Schultz, Ernie Monkman, Dean Laughren, Cosmin Lazar, Brian Harris, Ed Hohenberg, Bill Noakes and Fred Hintz, Mechanical Engineering Technology Instructors, provided faculty advice and support for the construction of a solar vehicle - the Red River Raycer. Of 57 entries, this vehicle was the only college entry in the 2005 North American Solar Challenge Race and finished in 16th place.

Marti Ford, formerly Department Chair of Aboriginal Programs, was selected as the Dean of Aboriginal Education.

Lorraine Gendre, Medical Radiologic Technology Instructor, was presented with the Student's Association Teaching Award of Excellence.

2005/2006 Academic Annual Report

Louise Gordon, formerly the Executive Director of the Council on Post-Secondary Education, was selected as the Dean of Applied Sciences.

Ray Hoemsen, Director of Applied Research and Commercialization, co-chaired the ACCC Annual Research Symposium in Ottawa.

Janet Jamieson, Early Childhood Education Instructor, received her Master of Arts (MA) in Child Study and Education from the University of Toronto.

Bevan Klassen, Continuing Education Digital A/V Production Instructor, received the 2006 Manitoba Emerging Filmmakers Award from the National Screen Institute (NSI).

Phil Klassen, Electrical/Electronic Engineering Technology Instructor, was elected to the Board of Energy Services Alliance of Manitoba (ESAM).

Cristy Kubara, Computers and Accounting Administrative Assistant, received her Certified Professional Secretary designation.

Paul Little, Dean of Learning Innovation, was appointed as an external member on the University of Manitoba Extended Education's Council. In addition, he has been asked to participate in the research network for Deans of Education that connects the various stakeholders in education across the province.

Alex McIlraith, Electrical/Electronics Engineering Instructor, assisted in the design and testing of ShocKnife, a training tool being used by police forces across North America to simulate attack by a knife-wielding assailant.

Duncan McMonagle, Creative Arts Instructor, was selected to judge the Michener Awards for public service journalism in Canada. Duncan also judged awards for the Canadian Association of Journalists and the Manitoba Community Newspaper Association.

Will Miller, Chair of Electrical/Electronics Engineering Technology, was invited to be the "member at large" on the Registration Board of the Association of Professional Engineers and Geoscientists of Manitoba (APEGM). He also participated as part of a Canadian Technology Accreditation Board (CTAB) team to review Electronic Technology programs in

South Africa for accreditation to Canadian standards.

Margaret Riffell, Industrial Technologies, completed a comprehensive study for the Canadian Association for Prior Learning Assessment on "Recognizing the Prior Learning (RPL) of Immigrants to Canada: Moving Towards Consistency and Excellence." Margaret also received her Masters degree in Education from the University of Manitoba.

Freda Robinson, Distance Education Program Officer for Community Services, was recognized by Educational Productions, for her dedication to Early Childhood Education.

Hans Roth, Ruben Sifrim, Andrew Roncin, and Brad Schellenberg, Electrical/Electronic Engineering Technology Instructors, organized and taught four Saturday morning Kids Kamps demonstrating electronics and networking.

Hans Roth and Al Stretton, Electronics, are on a one-year leave to help design and install a wireless computer network in Kenya.

Gail Shimonek, Chair of Management and Marketing, was elected to the Certified General Accountants (CGA) Manitoba Board of Directors.

Mike Stuhldreier and Marti Ford presented on best practices in Aboriginal education at the ACCC Conference in Calgary with "Bloom's Taxonomy -- Reinventing the Wheel", focusing on how the DACUM process can be configured within the context of a Medicine Wheel.

Graham Thomson, formerly Department Chair of Creative Arts, was selected as the Dean of Business and Applied Arts.

Steve Vogelsang, Creative Communications Instructor, appeared on Citytv's "Live your Dream" to speak about what it takes to get a job in television or radio.

Ken Webb, Vice-President, Academic and Research, was appointed as a lay member to the Disciplinary Committee of the Certified Management Accountants (CMA) of Manitoba.

Dale Watts, Dean of Industrial Technologies, was appointed to the Canadian Electricity Sector Council Board and also to the Foreign Credentials Recognition (FCR) project committee of the Board.

Twenty-two faculty members received their Certificate in Adult Education during the past year:

Shari Bielert (Civil Engineering Technology)

Mark Binder (Accounting and Computer Education)

Hugo Bucher (Hospitality)

Kerry Coulter (Continuing and Distance Education)

Wayne Dixon (Transportation, Math, and Science)

Gaylen Eaton (Civil Engineering Technology)

Dan Greenberg (Accounting and Computer Education)

Glen Hawker (Mechanical, Manufacturing and Communications)

Roland Hoppenheit (Continuing and Distance Education)

Cheryl Hudson (Winkler Campus)

Frank Jess (Wood Products Manufacturing)

David Jones (Accounting and Computer Education)

Danny Lam (Hospitality)

Betty Le Neal (Accounting and Computer Education)

Kevin Longfield (Mechanical, Manufacturing, and Communications)

Timothy Muirhead (Health Sciences)

Michael Myrowich (Transportation, Math, and Science)

Edie Schaworski (Transportation, Math, and Science)

Mark Shymanski (Civil Engineering Technology)

Axel Truderung (Civil Engineering Technology)

Michael Watson (Construction)

William Wilkinson (Stevenson Aviation)



Some of the 2005-06 CAE Graduates

STUDENT SUCCESS

Red River College is committed to creating a learning environment that will help students to achieve their dreams.

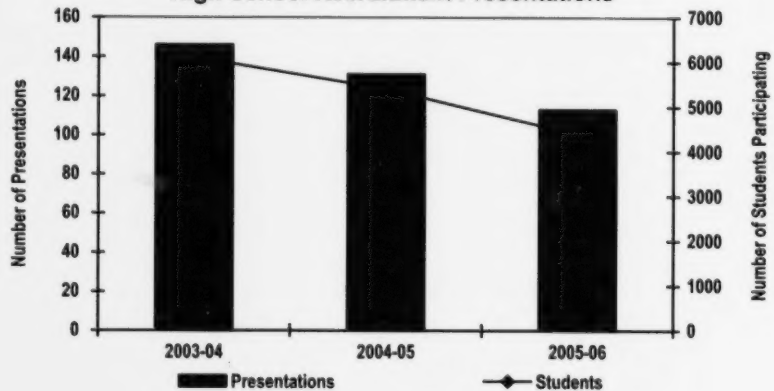
Red River College is committed to helping students achieve their educational goals. The College emphasizes high quality and relevant academic programming, strong services and student support initiatives, and a safe environment. RRC strives to achieve high retention rates and high graduation rates leading to meaningful employment, solid earnings, citizen engagement and continued education after graduating.

Students at the College are provided with a comprehensive set of services and supports to facilitate a pathway to academic success and personal growth.

Recruitment

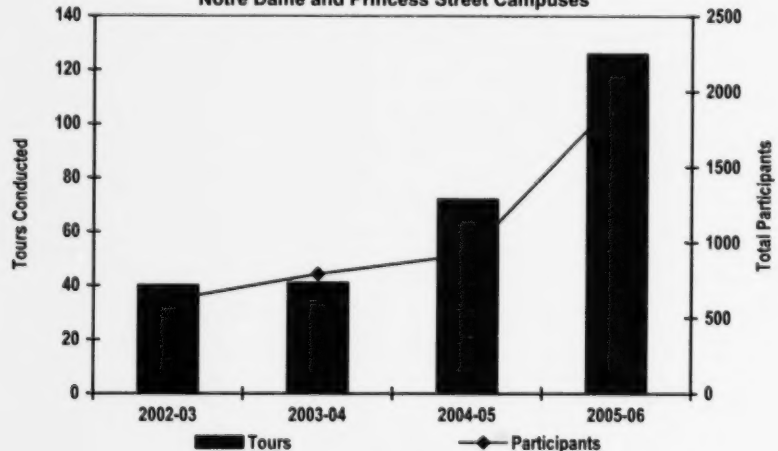
Recruitment staff deliver presentations on the college, its programs and services at high schools, adult learning centres and parent information evenings throughout the province. They also offer campus tours and organize on-campus events such as Open House in February and co-ordinate the College's participation at Career Symposiums in Winnipeg and Brandon. Working with College Relations, they develop the College Viewbook, a publication about programs, services and college life distributed to prospective students.

High School Recruitment Presentations



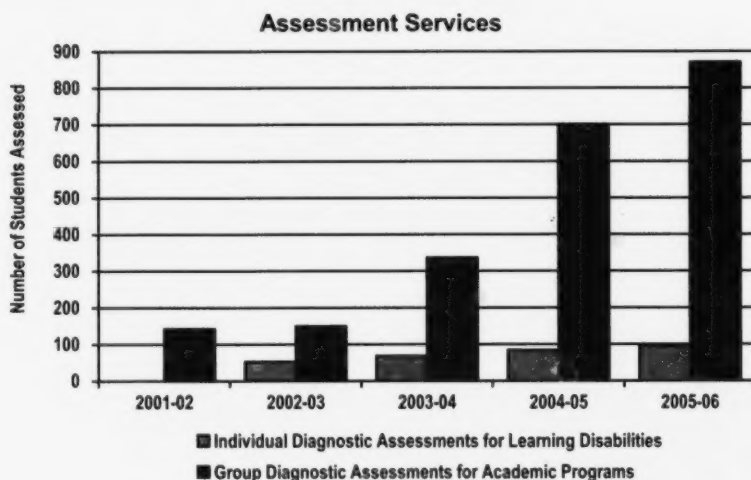
Campus Tours

Notre Dame and Princess Street Campuses

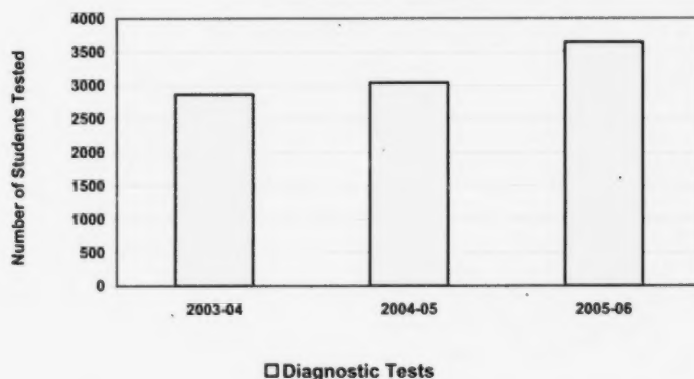


Assessment Services

Assessment Services provides entrance and diagnostic testing services to prospective and current students. Group diagnostic testing for academic programs tests skills in reading, mathematics and/or science. Results and information on educational support services are provided to students and instructors. Individual diagnostic assessments are conducted to test for possible learning disabilities or attention/hyperactivity disorders.

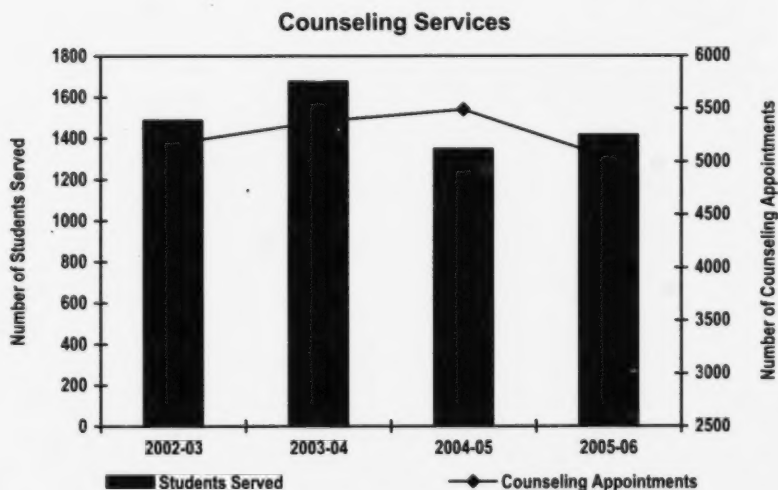


Diagnostic Tests Administered by Assessment Services



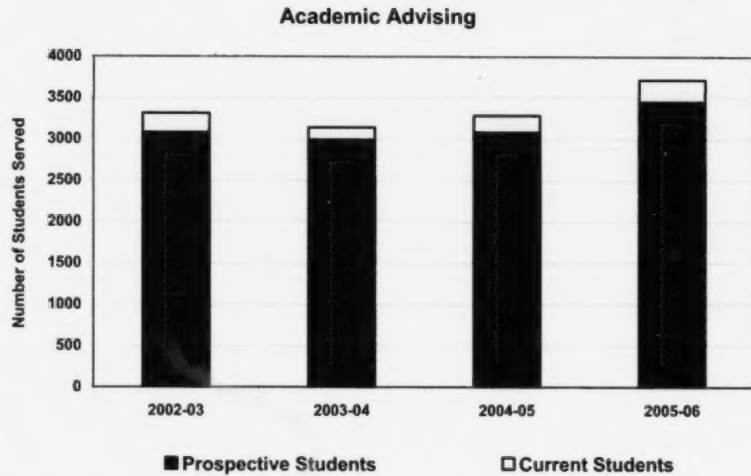
Counseling Services

Professional counselors provide academic, personal, financial and career counseling to students. Full-time counselors are located at the Notre Dame, Princess Street and Main Street Campuses. Arrangements are made to provide counseling for students located at other campuses as requested.



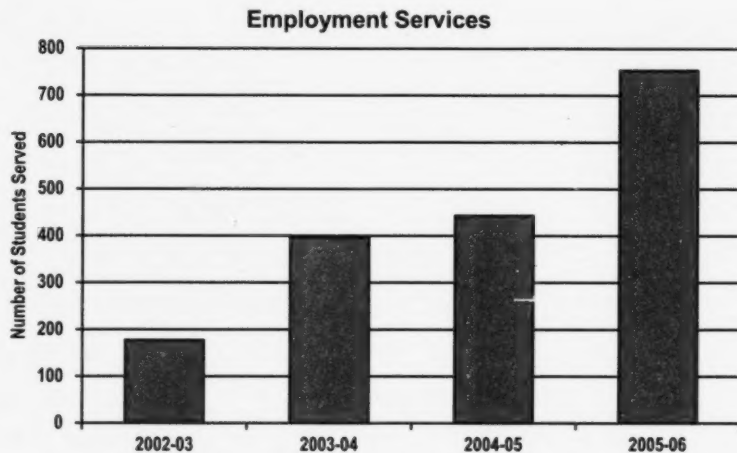
Academic Advising

Academic advisors provide information about College programs to prospective students and assist them with program selection, and entrance requirements. Academic advisors also assist current students with the resolution of academic problems and academic appeals.

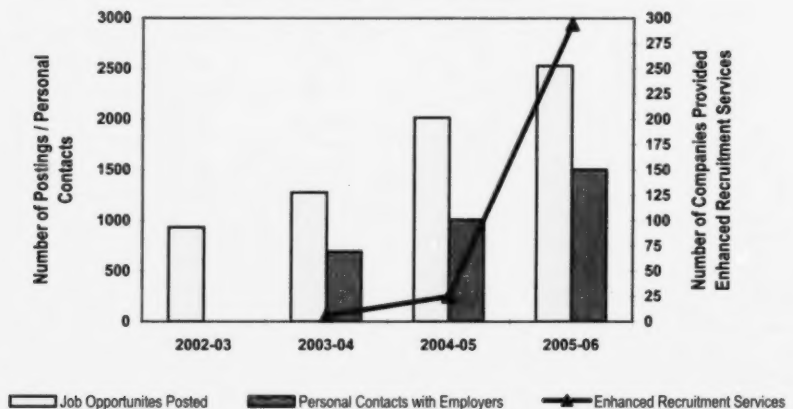


Employment Services

The College provides a full range of employment related services to students and employers. Services to students include provision of information on job availability and assistance with job search techniques, résumé writing and interview skills. Services to employers include posting job opportunities online, collecting resumes, facilitating on campus interviews, and acting as a liaison between programs and employers.

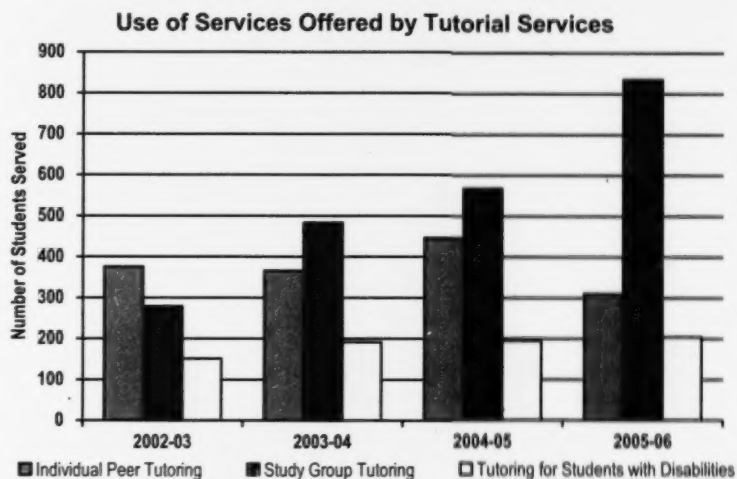
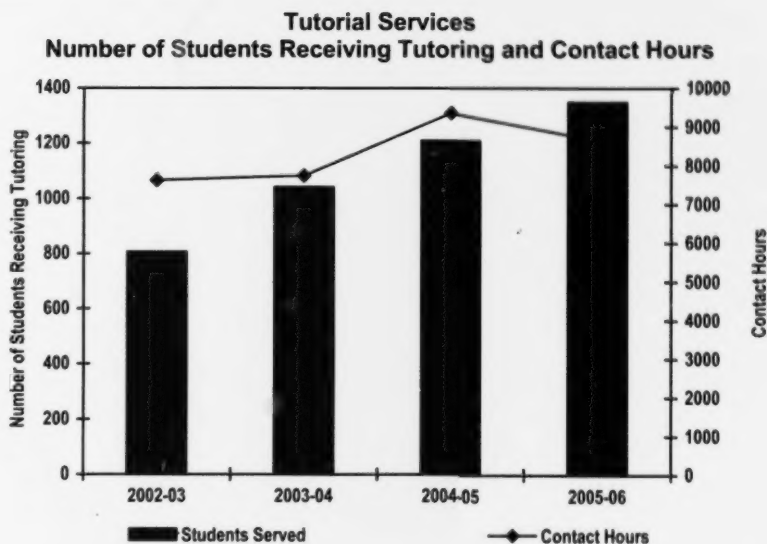


Employment Services Contact with Business and Industry



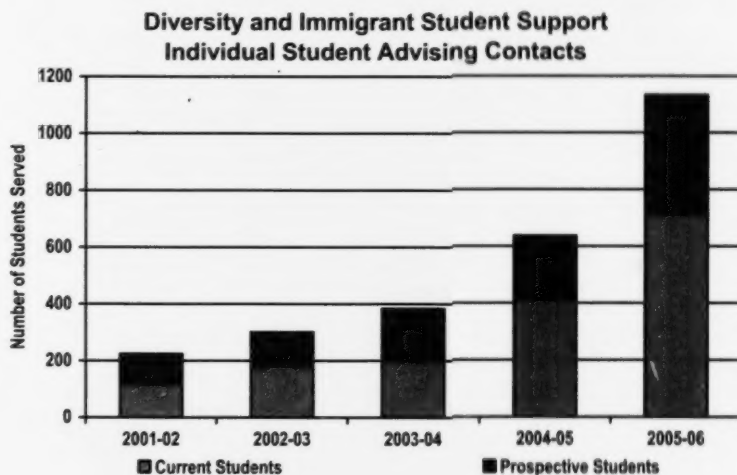
Tutoring Services

Individual tutoring is available to all students and may be delivered by staff or peer tutors. Tutoring services are available to students at the five Winnipeg sites: Notre Dame, Princess Street, Main Street, Stevenson Aviation and Aerospace Training Centre, and Louis Riel Arts and Technology Centre. Tutoring Services experienced significant growth in the number of students accessing its services in 2005/2006.



Diversity and Immigrant Student Support

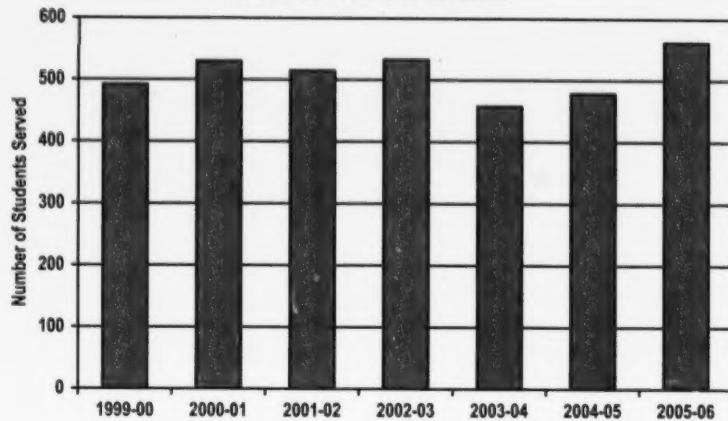
This office provides support services to immigrant, refugee, and visible minority students as well as students who have English as Second Language through such initiatives as advanced ESL classes, one-on-one advising and mentorship programs. It also provides a leadership role in implementing College-wide diversity programs such as workshops for staff and students.



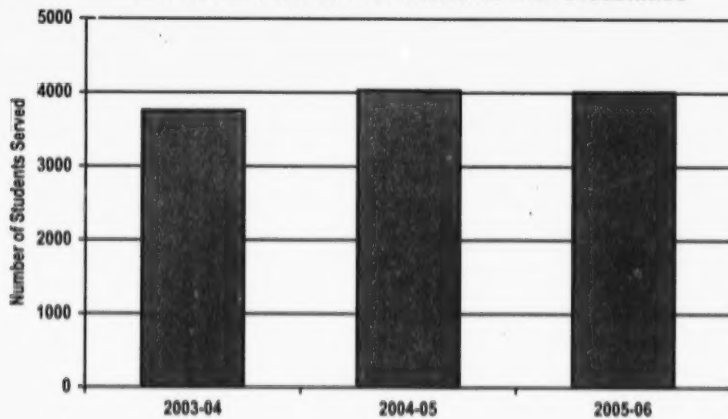
Services to Students with Special Needs

A wide range of special support services are provided to students with disabilities. Services include counseling, one-on-one tutoring, interpreting services, exam accommodations, and adaptive technology to name a few. The number of students who identified themselves as having a disability and who accessed these services increased by 17 percent.

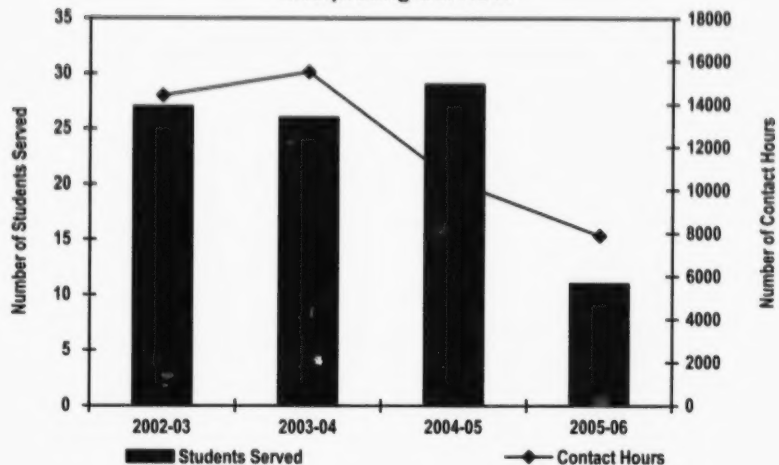
Students with Disabilities



Exam Accommodations for Students with Disabilities



Interpreting Services



The hours of interpreting are dependent on a number of factors, including whether the student is enrolled full-time or part-time; the proportion of the course that is theory versus practical; whether the practical component requires the student to work alone or with others; whether interpreting is required for tutoring support. The decline in the number of students and hours in 2005-06 is partially due to a lack of interpreters required to support an increased number of students.

Assessing and Recognizing Prior Learning

Prior Learning Assessment and Recognition (PLAR) is an important part of the College's services for prospective and current students, faculty and staff. PLAR is a process of identifying, assessing and recognizing what an individual already knows and can do in relation to the outcomes of College courses and programs.

This past year focused on key priorities in the PLAR Strategic and Operational Plan 2005-2010 with an emphasis on the goals related to communication and quality practices.

In 2005-06 the College:

- Delivered the Professional Portfolio Course to an increasing number of full and part-time programs. This course enables College students to complete a professional portfolio documenting their knowledge, skills and abilities - a useful tool for embarking on their future careers.
- Helped faculty develop PLAR Learner Resource Guides in the Certificate in Adult Education, Legal Administrative Assistant, Occupational Health and Safety, Project Management and Career Counseling Certificate programs. In the past few years, these guides have been developed for 11 full-time and 44 part-time programs.
- Continued our leadership role in Canada in the delivery of basic and advanced PLAR Practitioner training and professional development. One week PLAR Foundation Summer Institutes were held at Red River College and at Nova Scotia Community College. Since 2001, 456 participants across Canada have completed the basic PLAR Foundation course with 73 practitioners completing the course in 2005-06.
- Delivered the Train the Trainer Professional Portfolio Development Course for nine RRC faculty and three staff from external organizations. These graduates are now trained to facilitate the Professional Portfolio course with other groups.
- Participated in two natural research studies. The *Canadian Adult Learner Friendly Institution (ALFI Can) Study* resulted in a college-wide portfolio for the eight ALFI principles. The second research study, *Recognizing the Prior Learning (RPL) of Immigrants to Canada: Moving towards Consistency and Excellence*, was a project that RRC completed for the Canadian Association of Prior Learning Assessment (CAPLA).
- Provided PLAR experts to two of the Campus Canada National Credit Review Service assessments of workplace training courses.
- Developed PLAR for the College's Anytime/Anywhere Instructor Resource site (AIR). This provides faculty and staff with a one-stop-shop on PLAR information, processes and resources.
- Presented three workshops and a plenary at the Atlantic Community College's *PLAR in Action* conference.
- Presented at the ACCC Accreditation and Credentialing Symposium February 7-8, 2006 on "*PLAR-It's all about Competence!*"
- Presented "*One College's Journey - PLAR at RRC*" at the Alberta Council for Admissions and Transfer (ACAT) - "Alberta Recognizes Learning" forum. This forum provided future key directions for Alberta's PLAR initiative.
- Continued to participate at provincial and national levels with representation on:
 - the Manitoba PLAR Provincial Program Planning Team;
 - Manitoba Prior Learning Assessment Network (MPLAN) Program Planning Committee;
 - PLAR Provincial Coordinators group;
 - the National Advisory Committee for CAPLA's Online Community of Practice (OCOP);
 - the National Advisory Committee for the Adult Learner Friendly Institution (ALFI) Study;
 - the Canadian Aviation Maintenance Council's Prior Learning Foreign Credential Assessment and Recognition (PLFCAR) project national Advisory Committee; and
 - the ACCC Recognition of Learning (ROL) Affinity Group as Co-Chair.

Language Training Centre

The RRC Language Training Centre (LTC) offers basic and advanced level programming to develop the practical, speaking, listening, reading and writing skills of students. A variety of English for Specific Purposes programs are provided to permanent residents of Canada and to international students.

The LTC is gaining national recognition for its expertise in applying the Canadian Language Benchmarks to the assessment of English language demands in post-secondary academic programs.

In 2005/2006 the LTC:

- Negotiated a contract with Manitoba Labour and Immigration to provide financial support for the delivery of language training.
- Developed and delivered two new programs: Canadian Communication for Allied Health Professionals and Workplace Communication for Community Services Workers.
- Implemented Canadian English Language Benchmark Assessment for Nursing (CELBAN) Versions 2 and 3 in CELBAN Administration sites in Vancouver, Edmonton, Calgary, Winnipeg, Toronto, Scarborough and Hamilton.
- Presented workshops to Ontario colleges on the process RRC uses to apply the Canadian Language Benchmarks to determine the English language demands of college level post-secondary programs. This process is now being used by colleges in Ontario, British Columbia and Alberta.

Adult Learning Centres

The Adult Learning Centres in Winnipeg, Steinbach, St. Pierre and Winkler deliver academic preparation programs and provide programming options for those students who desire a sampling of College courses from a variety of programs through the General Studies program.

Program enrolment was at capacity in 2005-06 with 30 percent of ALC students in the Winnipeg ALC having English as their second language.

Adult Education Certificate

College faculty members are recruited for their expertise in an occupational field. To help them develop strong teaching skills, full-time faculty are required to obtain a Certificate in Adult Education (CAE).

The CAE program is a post-secondary certificate program in adult education that is delivered through Manitoba's colleges.

The program is continually reviewed and revised with new courses being developed to reflect new initiatives in the colleges and in adult education. Manitoba is one of only a few provinces to require college faculty to have post-secondary training in the development and delivery of training for adult students.

Achievements of Students and Graduates

The talents of Red River College students were again recognized for their achievements at the College and in competitions and projects across Canada and the world:

- **Philip Arnould** was a Silver Medal finalist in the Aircraft Maintenance Engineer division. Philip participated in the Skills Canada competition in Halifax.
- **Carmen Barnett**, a first-year Creative Communications student, won an International Notebook scholarship from the Federal Government's Department of Foreign Affairs and International Trade. She traveled to Ottawa and Washington, DC to meet Canadian and American political and government representatives in January 2006.
- **David Bergen**, a Creative Communications graduate, won the Scotiabank Giller Prize of \$40,000 for his novel *The Time in Between*.
- **Clement Betiku, Meghan Hillyard and Jesse Williamson**, students in Commerce/Industry Sales and Marketing, placed third in Canada in the Pearson Education Canada New Shoes Challenge, a marketing simulation open to all Canadian colleges and universities.
- **Aaron Burg** won the Gold medal and **Justin Kostelnik** won the Silver medal in the Electrical competition for Skills Manitoba.
- **Kelly Cattani**, a Culinary Arts student, represented RRC and Manitoba in the televised "Next Great Chef 2006" series filmed on location in Victoria, BC.
- **Allison Davies**, a Municipal Engineering Technology student, received a \$5,000 bursary from the Helen Betty Osborne Foundation Awards.
- **Melissa Degroot, Adrienne Floyd, Robyn Franklin, Janine Tucker, Melissa Roe, Renee Batson, Jessica Lusk, Jasmine Clark, and Sarah Paddock**, second year Child and Youth Care students, completed a practicum placement at Hope Haven Centre in New Orleans as part of the Hurricane Katrina disaster relief effort. The students supported staff and young people in the residential program at Hope Haven which provides daily living support to young people with emotional and behavioural problems. The facility lost over 80 percent of its direct care staff as a result of the hurricane and during the practicum period only 40 percent of those affected were able to return to work.
- **Brenton Driedger**, a second-year Creative Communications student, was awarded the Manitoba Sportswriters and Sportscasters Association (MSSA) Jack Matheson Award.
- **Jo-Ann Durant**, a graduate of the full-time Recreational Facilitator for Older Adults program, was a recipient of the Lieutenant-Governor's medal at the June 2005 convocation.
- **Laree Fleming and Carla Sarlo**, Early Childhood Education students, were recipients of Canada Millennium Scholarships Foundation Excellence Awards.
- **Brad Friesen**, a second-year Technical Communication student, was awarded the IEEE MANCOM membership prize for 2005/2006 second-year students.
- **Kalynn Friesen**, a second-year Graphic Design student, won the Downtown Biz Banner Design Competition which included a cash prize of \$600.
- **Jason Geburt**, a Level 3 Apprenticeship student, won the Gold medal, **Albert Miler**, a pre-employment student, won the Silver medal, and **Collin Gagnon**, a Level 1 student, won the Bronze medal in the Carpentry competition for Skills Manitoba.
- **Brant Gilley**, an Electronic Engineering Technology student, won the local IEEE Papers Competition and was chosen to represent Red River College at the IEEE Canada TELUS Innovation Award Competition held in Toronto. Brant won for his design and presentation of a *Digital Altimeter with Jump Logger*, a wrist instrument used by parachutists to determine the instantaneous height above the ground.
- **Trevor Greyeyes**, a second-year Creative Communications student, won a talent contest sponsored by NCI, the Aboriginal radio station. He sang, "Pow Wow Girl" and then won \$2,500 and 100 plays of his song on NCI. Trevor has been offered several recording contracts.
- **Mark Harper**, a Masonry student, won the Gold medal in the Masonry competition at the Canada Skills Competition in Halifax.
- **Shirley Haynes**, an Aboriginal Language Specialist student, was awarded a National Aboriginal Achievement Foundation Scholarship.
- **Jeff Hudson** won the Silver medal and **Michael Felske** won the Bronze medal in the Cabinet Making competition for Skills Manitoba.
- **Marc Landry**, a second-year Instrumentation Engineering Technology student, won first place in the post-secondary Electronics competition of Skills Canada (Manitoba). Marc was invited to attend the Skills Canada competition in Halifax.
- **Brian Layer** won a Gold medal in the Cabinet Making competition for Skills Manitoba. Brian went on to win a Silver medal at the Skills Canada competition and has been invited to represent Canada in the World Skills Competition next year in Japan. Brian Layer is the only Manitoban on the National Team.
- **Rhiannon Leier and Krista Simonson**, second-year Creative Communications students, received Canadian Millennium Scholarship Foundation of Excellence Awards valued at \$5,000 and \$4,000 respectively.
- **Melissa Martin**, a first-year Creative Communications student, made her radio debut as an on-air columnist on CBC Radio One with host Margaux Watt.
- **Ryan Mayo**, a 3rd year Graphic Design student, won the Best Commercial category in the second annual Extreme Design Film Festival.
- **Sheila North Wilson**, a second-year Creative Communications student, emceed the NCI talent week which was attended by the Manitoba Minister of Culture, Eric Robinson. Sheila is a part-time employee at NCI and APTN (Aboriginal People's Television Network).
- **Jesse Peterson, Chris Bryan, and Alex Carney**, 1st year Digital MultiMedia Technology students, won the Best Film category in the second annual Extreme Design Film Festival.

- **Jayne Prevost**, a Culinary Arts student, won the Gold medal in the Skills Canada Manitoba post-secondary Culinary Arts competition. Jayne went on to represent RRC and Manitoba at the National Skills Competition in Halifax where she won a Silver medal.
 - **Eugene Rothwell** (Team Captain), **Philip Palazo**, **Trevor Farski**, **Manuel de la Fuente Morales**, **Randell Estoy**, **Sherry Vincent**, **Cory Cathro**, **Phuc-Phong (Bob) Mai**, **Roman Polyakov**, **Murray Smith**, **Ryan Werbowski** and **Tim Knight**, Mechanical Engineering students, designed, built and raced the Red River Raycer in the North American Solar Challenge. Under the auspices of faculty advisors, the students completed the 4,000 kilometer race from Austin, Texas to Calgary, Alberta. The vehicle and team won four awards including: Best Workmanship, Best Mechanical, the KIS (Keep it Simple) Design, and the Green Award for the most overall energy efficient team.
 - **Charity Scantlebury**, **Stephanie Pedrick** and **Amanda Munn**, Graphic Design Advanced Diploma students, had the Christmas Cards they created for CHERD (Centre for Higher Education, Research and Development) chosen to be printed and each received an honorarium from CHERD.
 - **Jill Sexsmith**, a second-year Creative Communications student, had her personal essay, *A Country Song Played Backward* published in the Spring 2006 issue of PRISM International magazine, which is devoted to contemporary writing from Canada and around the world.
 - **Dylan Smith** won the Aircraft Maintenance Engineer Gold medal at the Manitoba Skills Competition.
 - **Penny Spence**, a graduate of the Early Childhood Education program and the distance education Studies in Aboriginal Child Care Post Diploma Certificate program, received the Prime Minister's Award for Excellence in Early Childhood Education. Penny is from Brokenhead Ojibway Nation.
 - **Holly Steele**, a first-year Technical Communication student, was awarded the Training for Tomorrow Scholarship through the Manitoba Women's Directorate, and received the IEEE MANCOM membership prize for first-year students for 2005-06.
 - **Kellie J. Thomson**, a second-year Creative Communications student, won three awards at the fourth University of Winnipeg Film Festival. Her video, *What Will the Neighbors Say?* won awards for Best Cinematographer, Best Actress, and Best Screenplay. In addition, Kelly won the Jury Award at the second annual Extreme Design Film Festival.
 - **Ashleigh Ulasz**, a Business Administration student, received a \$4,000 Canada Millennium Scholarship Foundation Excellence Award.
 - **Jennifer Unrau**, **Amanda Crawford**, and **David Eidse**, Civil/CAD Technology students, received Gold, Silver and Bronze medals, respectively for their accomplishments in the annual Skills Manitoba competition.
 - **Jim Voth**, an Automotive Apprentice, won a Silver medal in the Skills Canada Automotive Technician competition.
 - **Carolyn Walker**, a second-year Technical Communication student, has been selected as Co-op Student of the Year for the college. Carolyn earned the CUPE 998 Ross C. Martin In-Course Scholarship Award as a result of her co-op experience this past summer at Manitoba Hydro. She also received the Technical Communication Faculty Scholarship for 2005-06.
- Lieutenant-Governor's Medal award winners in 2005-06 were:**
- **Karly Evelyn Dyck**
Business Administration
 - **Wendy Kwong**
Business Administration
 - **Ashleigh Lauren Ulasz**
Business Administration
- Gold Medal winners at the 2005-06 graduations were:**
- **Teresa Anna Andrzejczak**
Chemical and Biosciences Technology
 - **Lauren Bachinski**
Early Childhood Education Robert
 - **Paul Blaich**
Digital MultiMedia Technology
 - **Leanna Burgess**
Civil Technology (Environmental Protection)
 - **Jacqueline Chochinov**
Culinary Arts
 - **Daniel John Cummings**
Computer Analyst/Programmer
 - **Sarah Marie De Rosa**
Tourism
 - **Codey D. Falkenberg**
Civil Technology (Architectural/Engineering)
 - **Doris Darlene Friesen**
Civil Technology (Building Design CAD)
 - **Paul Gagne**
Information Systems Technology
 - **Tiffany Anne Hernandez**
Chemical and Biosciences Technology
 - **Dawn-Marie Hildebrand**
American Sign Language - English Interpretation
 - **Matthew Koss**
Computer Analyst/Programmer
 - **Wendy Kwong**
Business Administration
 - **Rhiannon Leier**
Creative Communications
 - **Yan Zhen Li**
Civil Technology (Structural Engineering)
 - **Jessica Dawn Lusk**
Child and Youth Care
 - **Sarah Michelle Mankelow**
Diploma Nursing (Accelerated)
 - **Joanne Karen McCrea**
Chemical and Biosciences Technology
 - **Sandra McDonald**
Aboriginal Self-Government Administration
 - **Tyler Michael Mostow**
Automotive Technician
 - **Roman Polyakov**
Mechanical Engineering Technology
 - **Jeffrey Albert Reimer**
Network Technology (CCNP)
 - **Melissa Marie Scott**
Health Information Technologist
 - **Shanna Scott**
Disability and Community Support
 - **Dane A. Seafoot**
Greenspace Management
 - **Dylan Smith**
Aircraft Maintenance Engineer
 - **Marissa Fallon Szajcz**
Medical Radiologic Technology
 - **Ryan M. Waldner**
Early Childhood Education
 - **Carolyn Kathleen Jean Walker**
Technical Communication
 - **Jason Wood**
Electronic Engineering Technology
 - **Amy Zylstra**
Animal Health Technology

NEW DIRECTIONS

In 2005/2006 Red River College undertook the challenge of imaging its future. Inspired by the goal of being a top tier college of advanced applied education and research, the College undertook a series of consultations and research initiatives aimed at positioning the College within a broader global community context.

To date, these efforts have produced a comprehensive Academic Plan 2020 and an Information Technology (IT) Strategic Plan. The process will continue into 2007 and beyond. Work has begun on a Campus Master Plan and a People Plan. All planning efforts are enterprise-wide in scope and aimed at advancing and supporting the College's core business: teaching and learning and community service.

Red River College has a strong history of achievement and a solid foundation for the future. The cornerstone for the future is the College's Academic Plan 2020. The plan incorporates key concepts chosen for their applicability to the plan's central message: *The heart of academic life at Red River College is the student.*

This message is guided by a new vision which places the College and its students within the larger framework of an interconnected global community: *The knowledge and skills learners acquire at Red River College serve as a catalyst for innovative achievement in the business and social systems of Manitoba and beyond, improving the economy and, ultimately, the society as a whole.*

Academic Plan 2020

Implementation of the Academic Plan 2020 will begin in 2006-07 and will focus effort on achieving five fundamental goals:

Responsible Growth

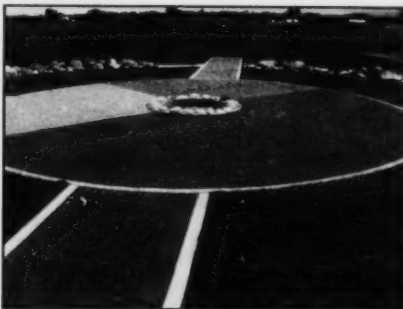
Red River College operates at 94 percent capacity with waiting lists in many programs. The Academic Plan 2020 will allow for the gradual growth

from 8,000 full-time certificate, diploma, and applied degree students to 12,000 students by the year 2020. This growth will also include the addition of new programs to help meet the skills requirements of Manitoba's technologically advancing and increasingly diversified economy.

Aboriginal Outreach

Manitoba's Aboriginal communities are expected to grow at the rate of more than 30 percent over the next decade, and Aboriginal youth will contribute greatly to our evolving workforce. With over 70 percent of new jobs requiring post-secondary education, the College will ensure its programs and services are designed to attract Aboriginal learners and help them be successful.

Currently, Aboriginal students comprise 17 percent of the College's enrolment in regular programs - a number that exceeds the Aboriginal population of Winnipeg (8 percent) and Manitoba (14 percent). The College aims at increasing the enrolment of Aboriginal students to 25 percent by 2020. As one preparatory step, Red River College is undertaking the Progressive Aboriginal Relations program for submission to the National Quality Institute in the Fall of 2007.



RRC Medicine Wheel Garden

Diversity and Inclusiveness

Red River College supports the provincial government's commitment to broadening our cultural diversity and the provincial target of welcoming 10,000 immigrants each year. Recognizing that diversity is a key ingredient of a global knowledge economy, the College will serve as a

catalyst for innovation in business and social systems by increasing diversity in both our student and employee populations. The Academic Plan will set ambitious targets for broadening the socio-demographic profile of our student population and increasing the participation of international students.

Accessibility

Red River College plays a critical role in Manitoba as a key provider of post-secondary learning opportunities. To that end, it is imperative that the College undertake all means possible to enhance and improve access to academic programs. "Access" includes physical and temporal accessibility, as well as ensuring learners possess the skills and capabilities to experience success. To this end, effort will be directed toward expanding distributed learning capacity for both full and part-time learners. Program delivery methods will increasingly respond to the time, place and pace needs of lifelong learners.

Quality and Innovation

To achieve its vision of being recognized as a North American leader in applied learning and research, the College must maintain a rigorous approach to quality assurance in programming and services. The College was among the first to address issues of academic quality assurance with its Quality Assurance in Curriculum Model.

Combining quality assurance with a climate of innovation realized through embedding applied research in academic programs enhances RRC's ability to serve students and become a catalyst for success in the broader community.

Current examples of innovation through embedded applied research are the solar-powered Red River Raycer and the Manitoba Hydro hydrogen-fuelled bus; both combined faculty expertise and student mentoring to produce award-winning results.

A Polytechnic Model of Education

There is a growing global awareness of the importance of advanced applied learning. It is recognized not only in the business and industrial communities, but in society as a whole. At RRC, it is becoming evident in the increasing number of university graduates who enter the college; 10 percent in 2005-06 up from 8 percent in the previous year.

In responding to the needs of its community, the College will offer the full range of applied credentials from apprenticeship to applied degrees. Coupled with this enhanced applied education, RRC will continue to expand its applied research capacity, with the resolute intention of achieving practical benefits for students, their employers and the economy.

Labour Market Demand

With over 110 academic programs, there is no doubt that Red River College makes a strong contribution to supplying the province's need for skilled human capital. Moreover, RRC's 2005/2006 Graduate Satisfaction and Employment survey shows that of those graduates in the workforce 96.1 percent found jobs. An employer survey conducted the same year found that 45 percent of employers thought RRC produced too few graduates. A range of these employers, 55 - 73 percent depending on the industrial sector, anticipated needing more graduates in the next two years. This is reflective of the growing need for skilled workers.

Currently, it is estimated that 70 percent of new jobs require post-secondary education, yet only 44 percent of Canada's population has some form of post-secondary education. The gap is evident in Manitoba where shortages of labour and skills required by employers have been the most outstanding characteristic of Manitoba's labour market in the last five years.

Red River College is intent on redressing this discrepancy through increasing capacity, providing recognition for prior learning and foreign credentials, partnering with school divisions and other post-secondary institutions, and international cooperation.

In 2005-06, the College responded to the need for skilled tradespeople by increasing capacity for training apprentices by nine percent and expects to further increase this to 10 percent in 2006-07. It has also increased capacity in the provision of health care providers. From 2000-01 to 2005-06, the College increased capacity in nursing by 97 percent and from 2001-02 to 2005-06, it increased capacity in the medical technologies by 70 percent.

However, without increased physical infrastructure, there is a limit to the College's ability to address Manitoba's skills shortages as fully as it might. The College will continue to advocate with the province for increased capital expenditure on infrastructure as well as resources to renew its existing aging infrastructure as an essential investment in Manitoba's future.

Socioeconomic Impact

As part of assessing its contribution to its community, Red River College completed a Socioeconomic Impact Assessment in 2005-06. The results indicate that the return on investment in a college education is 16.2 percent for students and 9.8 percent for provincial taxpayers. Every dollar of provincial tax money invested in Manitoba's colleges today returns \$2.27. Every dollar a student invests in a college education returns \$4.43 in higher future earnings.

According to the 2006 Canadian Council on Learning report on post-secondary education, this return on investment can amount to a million dollars over a graduate's career.

In addition to monetary gains, the Socioeconomic Impact Assessment noted social benefits and savings related to improved health, reduced crime, and reduced welfare and unemployment payments. When aggregated across all exiting students, the Province of Manitoba benefits from \$6.3 million worth of avoided costs per year, each year that the students are in the workforce. Economists have long noted the social benefits that accrue with advanced education. Called social capital, these benefits contribute to the advancement of civil society and increased productivity. Countries with literacy scores one percent higher than average enjoy 2.5 percent higher average labour productivity and 1.5 percent higher GDP per capita.

Red River College will carry this message to its community throughout 2006-07: *An investment in RRC is an investment in Manitoba and its future prosperity.* It is a sound investment and one with a high rate of return personally, locally, and globally.

Red River College is going places. Join us and be enriched by the journey.



ACADEMIC PROGRAMS

ABORIGINAL EDUCATION

Dean Marti Ford
Room F116, Phone 632-2534,
Email mford@rrc.mb.ca

The division offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been co-operative work with the Aboriginal community. The division continues to improve programming and supports for Aboriginal (First Nation, Metis and Inuit) students and to improve services to Aboriginal communities by partnering with organizations and agencies in providing community-based education programs.

This division includes the Aboriginal Education and Program Development department, as well as the ACCESS Model programs, and the Aboriginal Student Support Centre and Community Relations unit.



ACCESS Model Programs

The ACCESS Model Program is designed to provide admission to specific Red River College programs for individuals who would not otherwise have the opportunity to attend College because of social, economic or cultural factors; formal education; or geographical location.

This program offers entry into the following programs:

- Southern Nursing Program
- Business Administration Integrated
- ACCESS Civil/CAD Technology
- Other - *Students accepted into other regular Red River College day programs can apply for funding and/or other support services through the ACCESS Program office providing they meet the basic criteria.*

ACCESS Supports

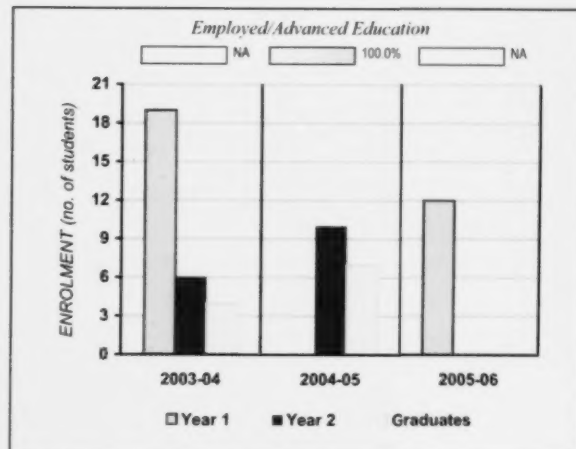
The ACCESS Model Program promotes student success by providing academic supports, personal support/counseling and financial support.

Aboriginal Education Programs

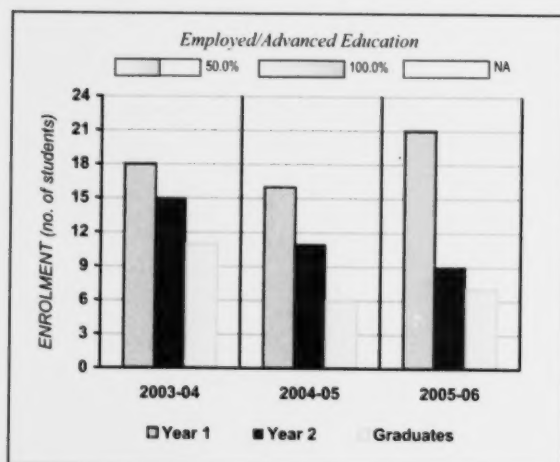
Aboriginal Language Specialist

Two-year diploma program

This program trains Algonquian speakers (Cree, Ojibwe, Oji-Cree and Michif) in translating and interpreting in a variety of settings. The initial focus is in Education which requires both Algonquian and English interpretive skills. Graduates find employment as interpreters in schools, daycares with Aboriginal organizations, agencies, and government agencies.



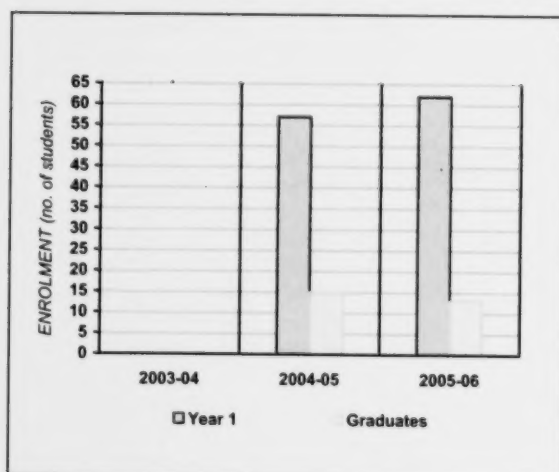
2005/2006 Academic Annual Report



Aboriginal Self-Government Administration

Two-year diploma program

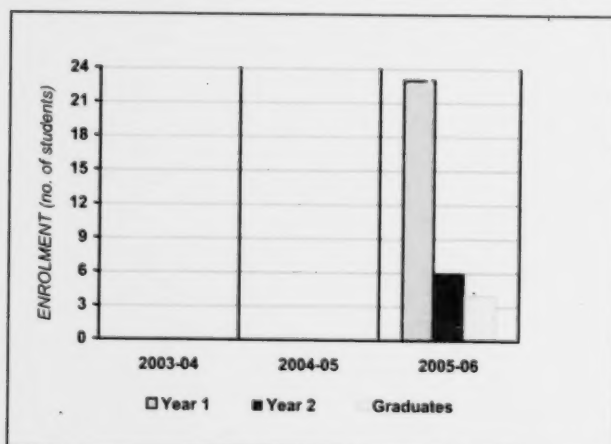
This program provides training for Aboriginal students in the Aboriginal self-government process. Training is provided in all the fundamental aspects of the self-government process, including knowledge of political systems, traditional and existing models of self-government, and the skills associated with administration, finance, management and policy analysis.



Biindigen College Studies

One-year certificate program

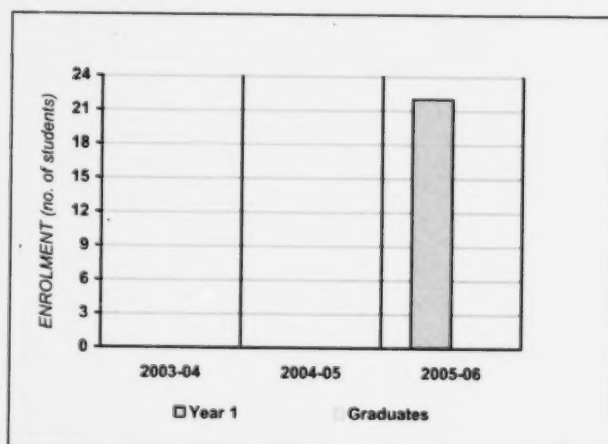
The purpose of this program is to assist Aboriginal students to achieve the appropriate prerequisites and skills to transfer into other College programs of their choice. One of the mandates of the Biindigen College Studies program is to support the incorporation of Aboriginal perspectives into the curriculum content. Moreover, the College strives to nurture the academic, spiritual, physical and emotional needs of students to assist them in achieving balance during their academic training and in other areas of their lives outside of the College environment. Students will be taking credits to be transferred into other College programs, however, in addition to the regular program offerings, Biindigen College Studies' courses are registered as dual credits so students can also graduate with a Mature High School Diploma.



Information and Office Administration

Two-year diploma program

The purpose of this program is to provide Aboriginal students with training in computer software applications, business and economics, introductory accounting, office administration, communication skills for business, research, reporting, and presenting. Students who successfully complete the first year of Information and Office Administration and exit the program may receive a certificate in Information and Office Assistant.



Information and Office Assistant

One-year certificate program

APPLIED SCIENCES

Dean Louise Gordon
 Room A134, Phone 632-2215,
 Email lgordon@rrc.mb.ca

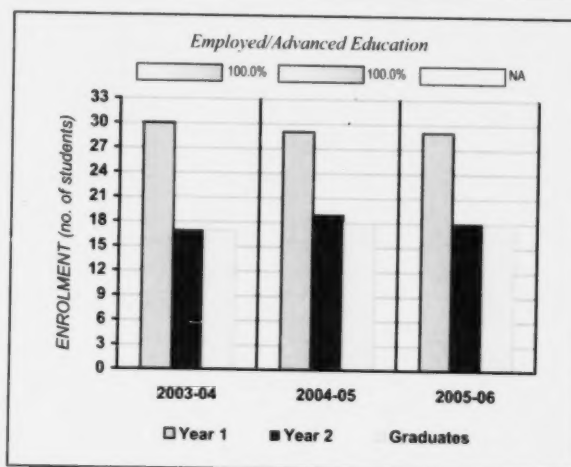
This division consists of three departments: Community Services; Health Sciences (including Life Sciences); and Nursing. These departments provide joint baccalaureate, advanced diploma, diploma and certificate programs. As well, the division is involved in a number of community and health service education partnerships with external agencies.



Animal Health Technology

Two-year diploma program

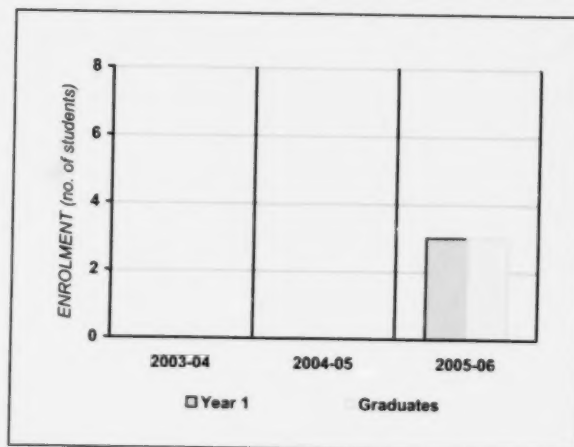
This program educates students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories, zoological collections and the federal or provincial governments.

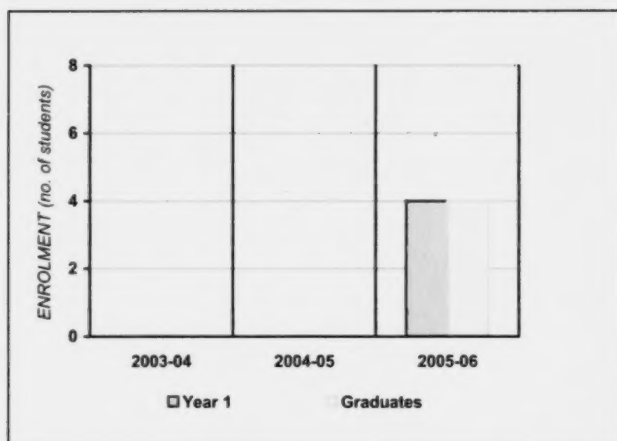


Applied Biopharmaceutical Processing

Eight-month advanced diploma program

This is a technical educational program designed for individuals who wish to work in the biopharmaceutical sector. The program's focus is on the use of genetically modified bacteria in the production of pharmaceuticals. Graduates will be eligible to work in Good Manufacturing Practices (GMP) facilities related to pharmaceutical manufacturing as a production assistant, production technician, or research and development technician.

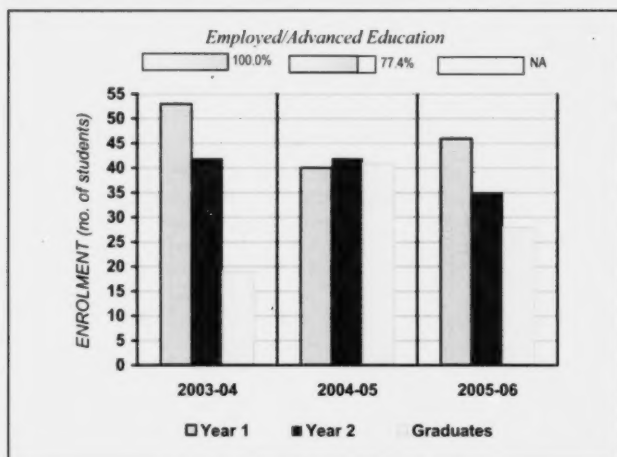




Applied Pharmaceuticals

Eight-month certificate program

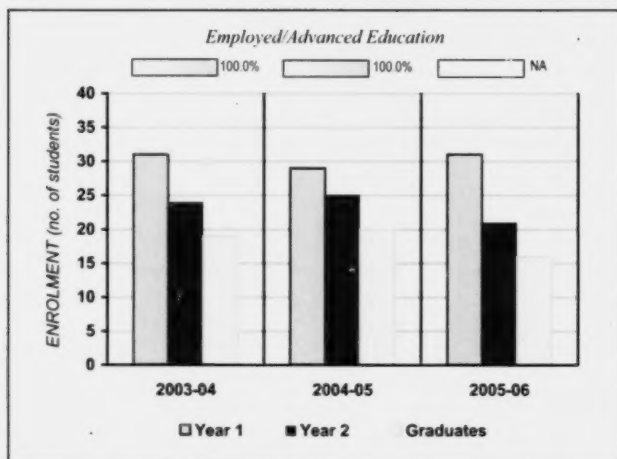
This is a technical educational program designed for individuals who wish to work in the Pharmaceuticals sector. This program will provide graduates with skills to work in the pharmaceutical sector in Manitoba, with a particular focus on solid dosage manufacturing.



Chemical and Biosciences Technology

Two-year co-op education diploma program

On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical/life sciences fields. Graduates find employment as technologists in the following areas: analytical analysis, research, quality assurance and biotechnology.



Child and Youth Care

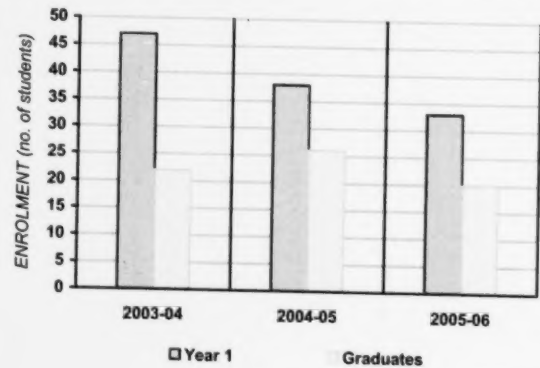
Two-year diploma program

This program provides the skills to enable practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.

College Preparation for Nursing

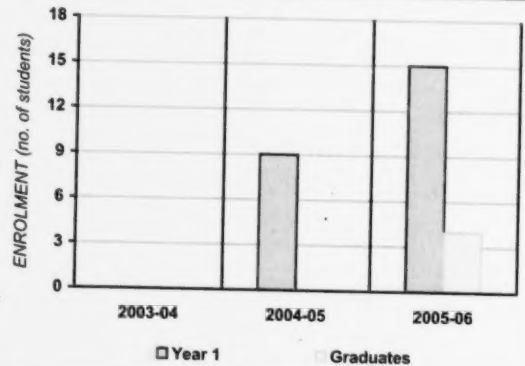
One-year certificate program

This program is designed to provide students with the academic and professional skills necessary to enter and be successful in the Joint Baccalaureate Nursing Program.



Community Development/Community Economic Development (CD/CED) - Community Internship

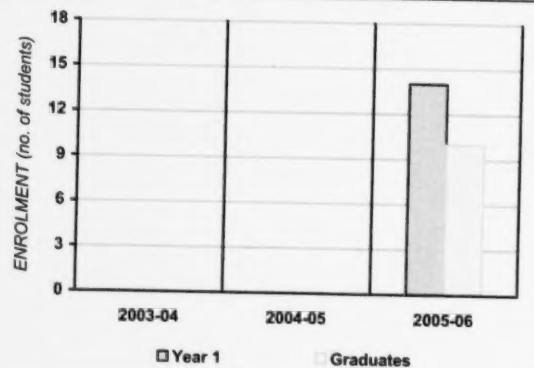
This program upgrades the skills of people who are involved, or would like to be involved in revitalizing low-income, inner city communities in Winnipeg. Graduates will have the knowledge and skills to strengthen community capacity-building and focus on the strengths of individuals and communities.



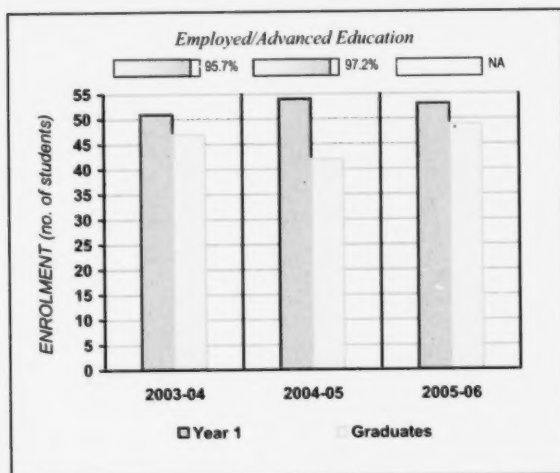
Community Development/Economic Development Certificate

One-year certificate program

This program offers opportunities for people to develop skills to work in community development in the inner city.



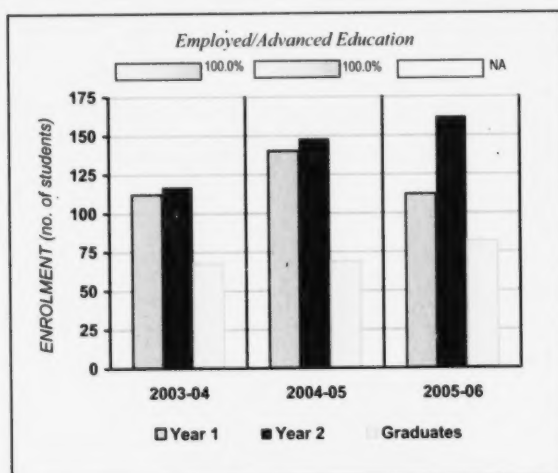
2005/2006 Academic Annual Report



Dental Assisting - Level 2

One-year certificate program

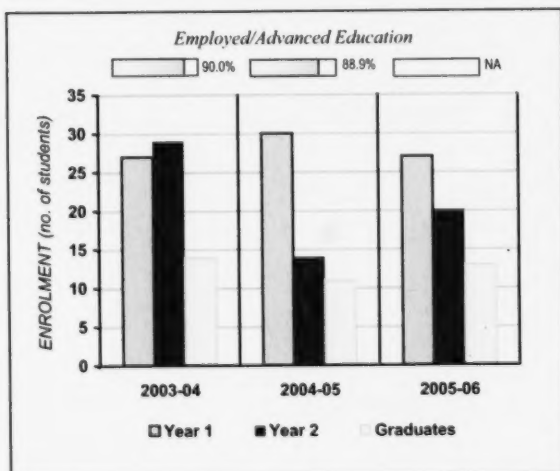
This program is designed to develop the skills required to assist dentists in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.



Diploma Nursing (Accelerated)

Two-year diploma program

The Diploma Nursing (Accelerated) [DNA] Program is a 25-month continuous program. On successful completion of the program, graduates are awarded a Diploma in Nursing from Red River College and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a diploma program focus on promoting health and caring for those already ill. They provide services to individuals and families in many settings, but primarily in health care institutional settings.



Disability & Community Support

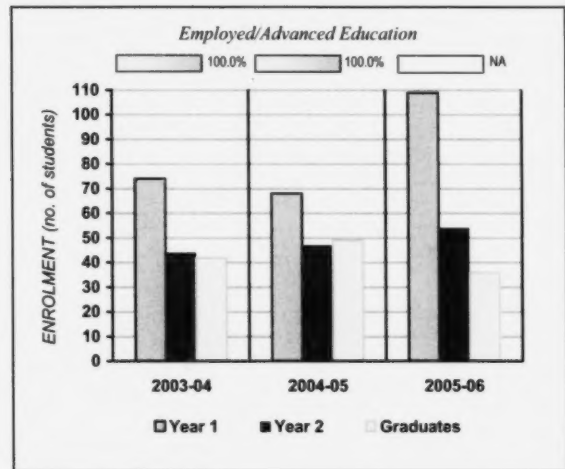
Two-year diploma program

This program provides the knowledge and skills required to provide quality assistance to individuals with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.

Early Childhood Education

Two-year diploma program

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.

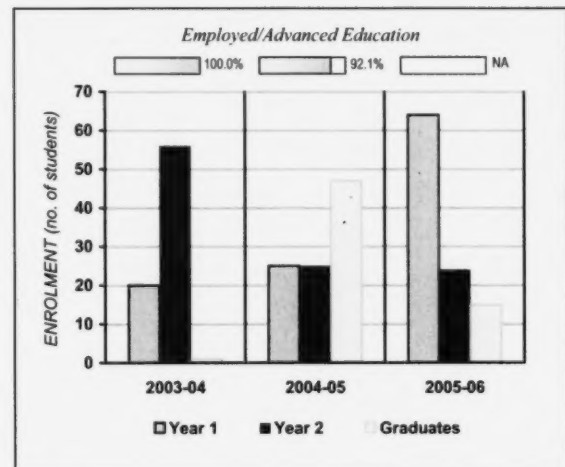


Early Childhood Education - Workplace

Two-year diploma program

The purpose of this program is to equip students who are already in the workforce with the knowledge and skills required to provide quality child care in the community. Students attend classes at Red River College two days a week and work at their current employment for three days a week. Graduates competently plan appropriate learning experiences that stimulate the intellectual, physical, emotional and social development of young children.

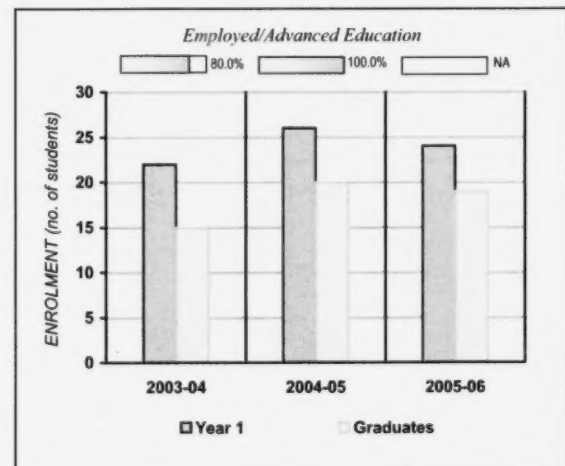
Note: Students entering second year will graduate in the following academic year.

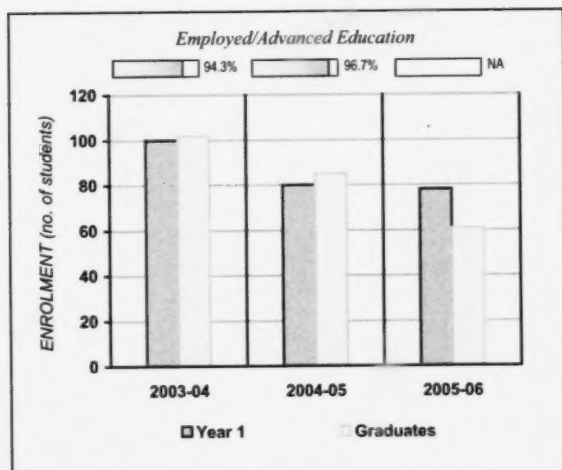


Family Support Worker

Nine-month certificate program

The purpose of this program is to train practitioners to have a wide range of skills including assessment, advocacy, communication, referral and parenting skills. This program is delivered in partnership with Urban Circle.

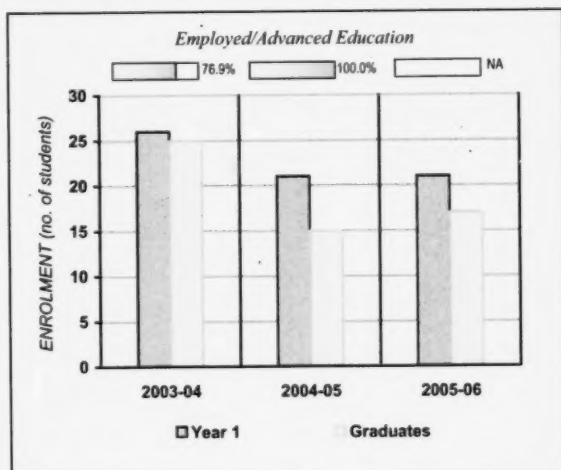




Health Care Aide

Five-month certificate program

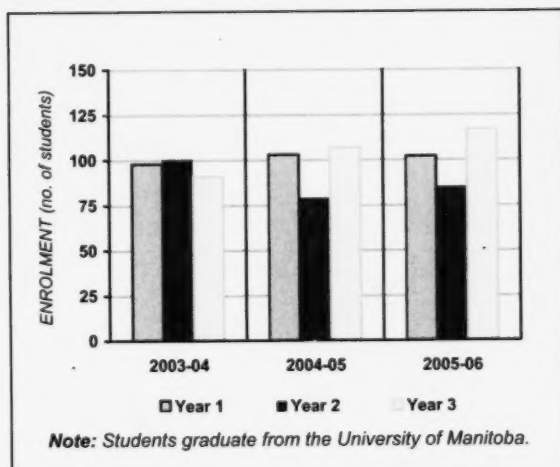
This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



Health Care Aide/Unit Clerk

Nine-month certificate program

This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Further, students learn the skills necessary to function as a unit clerk in a health care facility. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



Joint Baccalaureate Nursing

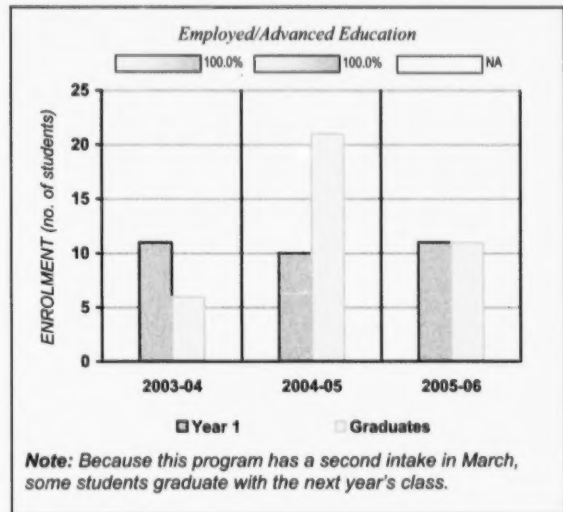
Joint four-year degree program

The Joint Baccalaureate Nursing [JBN] Program is a four-year program offered in partnership with the University of Manitoba (U of M). The students take the first three years of the program at RRC and the fourth year at the U of M. On successful completion of the program, graduates are awarded a Bachelor of Nursing Degree from the U of M, and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a degree program focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a broad range of other settings.

Magnetic Resonance Imaging and Spectroscopy

Nine-month advanced diploma

This advanced program teaches proficiency in producing high quality images and optimal utilization of MRI equipment. Graduates are prepared to write the National Certification examinations and are also prepared in basic spectroscopy. This is a partnership program with the Institute of Biodiagnostics at the National Research Centre and clinical sites.

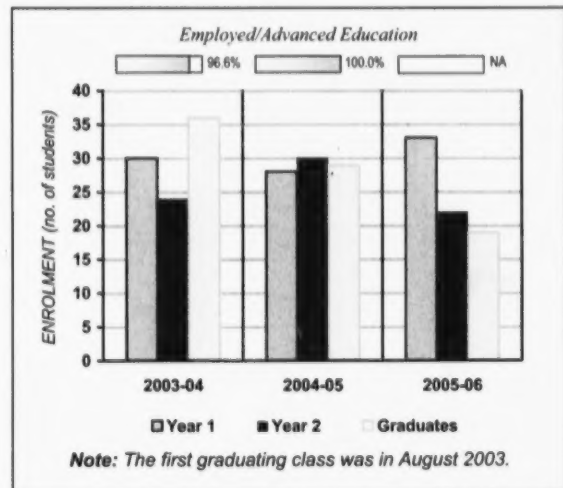


Medical Laboratory Sciences

Two-year diploma program

This program is designed to provide the academic foundation and supervised practical experience to develop the required skills in 5 sub-specialty areas for working in a medical laboratory environment.

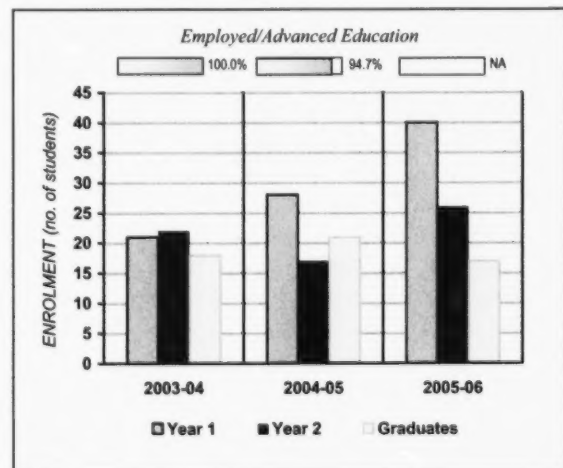
Graduates find work in hospitals, other health care facilities, private and government labs and Canadian Blood Services.

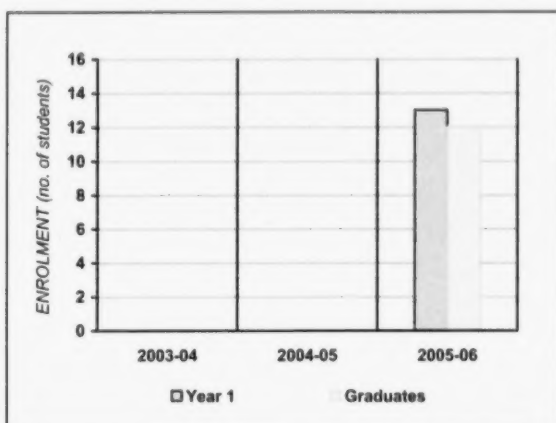


Medical Radiologic Technology

Two-year diploma program

The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.

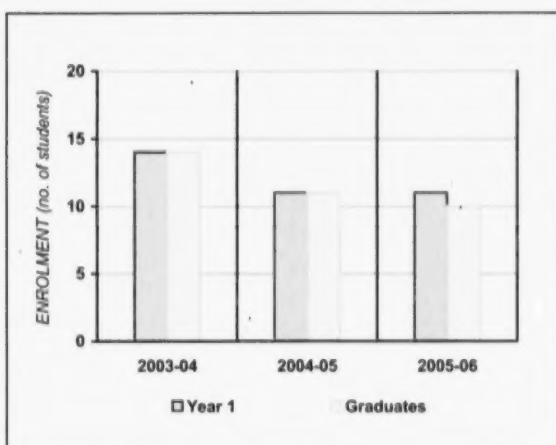




Quality Assurance/Quality Control (QA/QC) in the Pharmaceutical Industry

One-year advanced diploma program

This program will provide instruction in the concepts of working in a manufacturing environment controlled by regulatory agencies. As a QA/QC specialist, a graduate will be eligible to work in Good Manufacturing Practices (GMP) regulated laboratories or GMP regulated pharmaceutical manufacturing companies in quality control laboratories or in quality assurance, as well as in International Standards Organization (ISO) or Good Laboratory Practices (GLP) regulated laboratories.

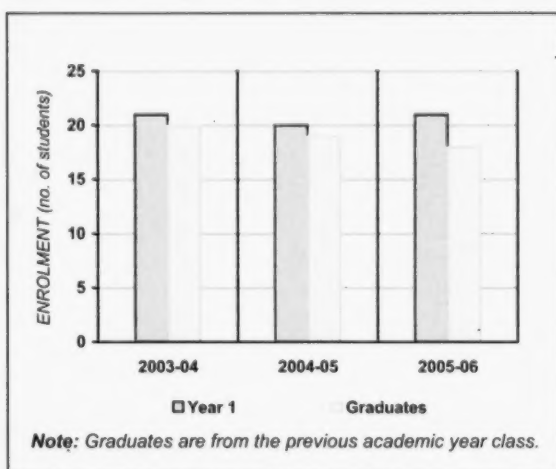


Radiation Therapy

Two years

This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.

Note: Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.



Rehabilitation Assistant

Joint one-year certificate program

This program, offered jointly by RRC and Winnipeg Technical College, prepares students with the knowledge and skills necessary to provide rehabilitative care to clients and families under the supervision of a licensed rehabilitative therapist (i.e. Physical Therapist, Occupational Therapist, Speech and Language Pathologist). Graduates are employed in a variety of areas including health care facilities, schools and other organizations providing home therapy service.

BUSINESS AND APPLIED ARTS

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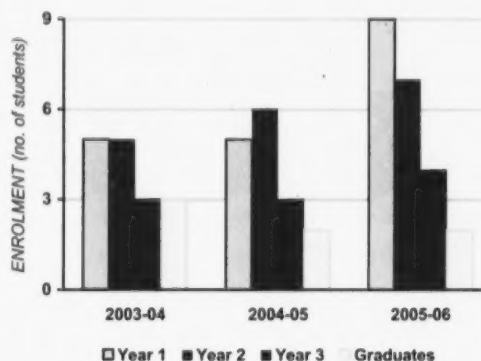
This division consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The division offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphic and communications professions.



American Sign Language - English Interpretation

Joint three-year degree program offered in partnership with the University of Manitoba. Graduates will receive a diploma in ASL-English Interpretation from RRC and a Bachelor of Arts degree from the U of M.

Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post-secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government, and the performing arts areas.

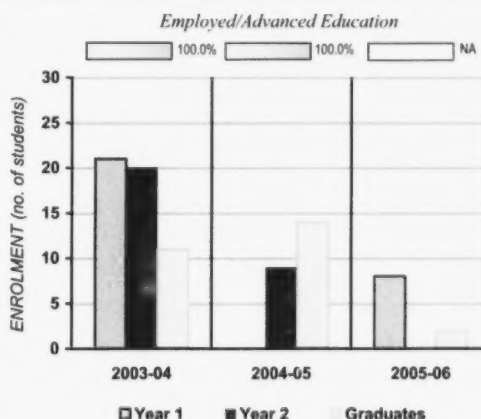


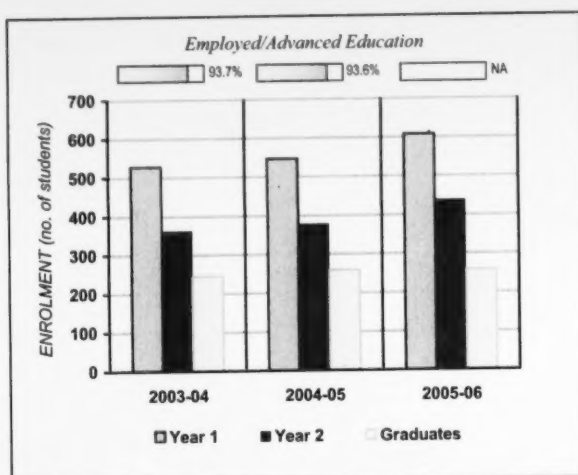
Aviation Management

Two-year diploma program

This program combines business management and flight training in a unique program designed to prepare graduates for their first employment in an aviation career. Graduates obtain their commercial license with a night and single engine instrument rating, through training from flight simulation equipment, and flying a variety of aircraft. Further electives may provide training in instructor, float, aerobatic, and multi-engine instrument ratings. The graduates can expect to find employment in various aspects of the aviation industry, including flying and airport management.

Note: The program did not have an intake in 2004-05 while it was being reviewed.

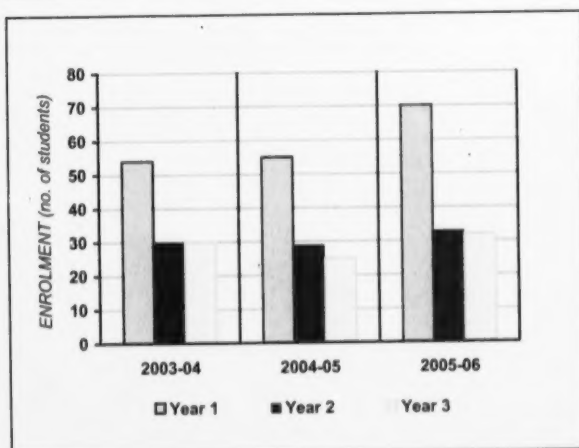




Business Administration

Two-year diploma program

As a result of majors including Accounting, Marketing, E-Business, Administration and Office Management, graduates move into a broad range of businesses and industry. Some employment areas include banking, insurance, retail management, sales positions and other service industries in large, medium or small enterprises. As a result of the entrepreneurial focus of the second year - a number of graduates have started their own business.

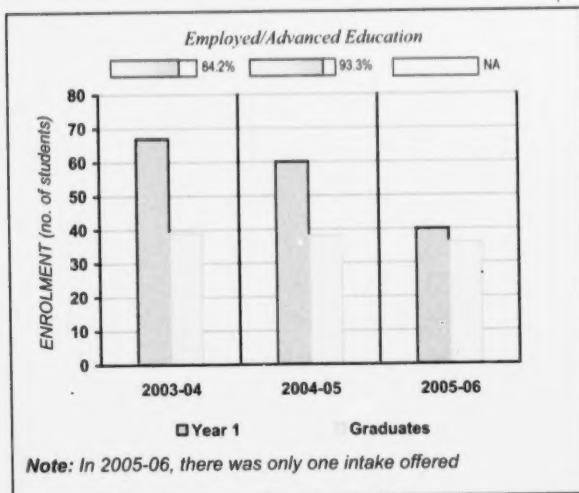


Business Administration Integrated

Three-year diploma program

The Business Administration Integrated program combines adult upgrading with the regular Business Administration program in a three-year diploma program. Graduates will move into a broad range of positions in business and industry.

Note: Business Administration Integrated graduates have been included with the regular Business Administration graduate figures.



Commerce/Industry Sales and Marketing

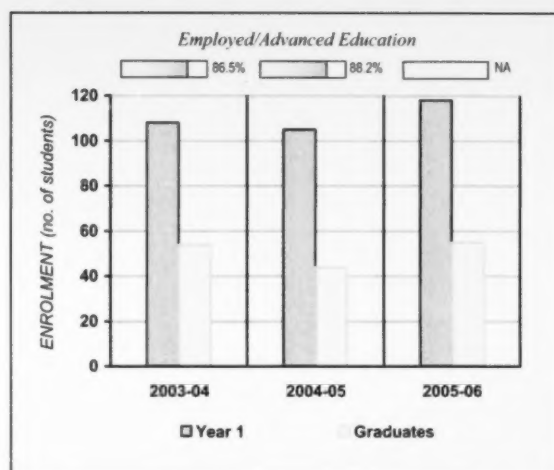
One-year certificate program

Graduates will gain the knowledge of personal selling skills required for sales success and long term partnerships. An interactive communication process will focus on the identification, development and fulfillment of customer needs and wants. Some employment areas include manufacturing, industrial goods, distribution of office supplies and equipment, transportation services and consumer goods and services.

Computer Accounting Technician

One-year certificate program

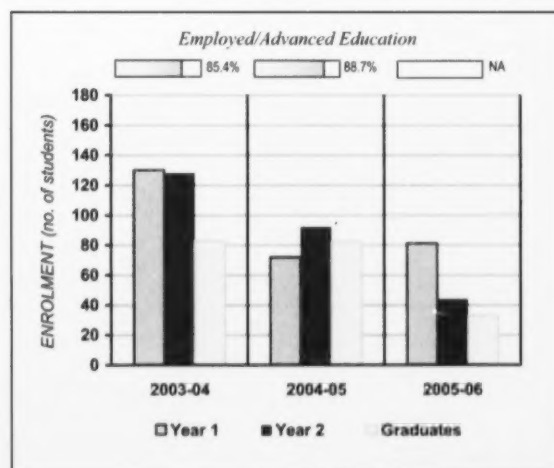
Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.



Computer Analyst/Programmer

Two-year diploma program

The program is designed to develop proficiency in application development: including analysis and design, data base management and programming. The program includes technical computer courses and related business courses. The program provides in-depth training in several programming languages and development tools. Graduates have a highly developed technical skill set to assume entry-level positions in Information Technology in both the private and public sector.

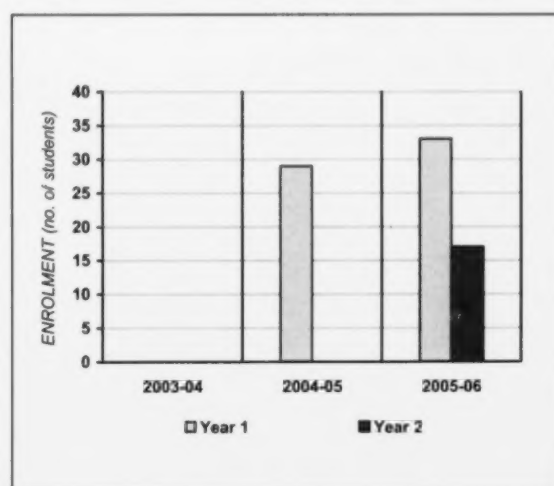


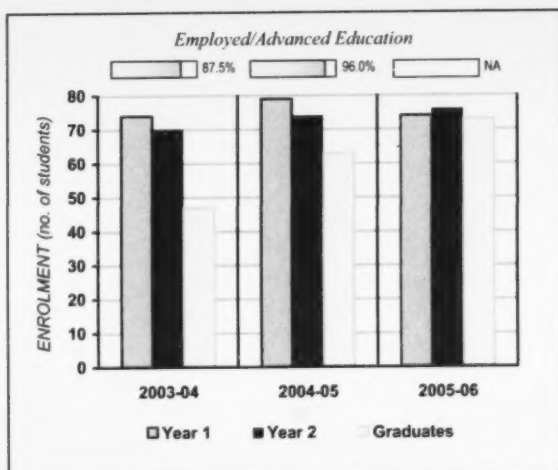
Computer Analyst/Programmer Integrated

Three-year diploma program

This integrated program is designed for applicants who do not meet the admission requirements for the two-year Computer Analyst/Programmer program, or who choose to take the program over three years. It is intended to meet the needs of Manitoba residents less able to participate or succeed in post-secondary information technology programs because of social, cultural, financial or educational factors. Priority is given to Aboriginal learners and to single parents.

This program is designed to develop proficiency in application development, and systems analysis and design. The emphasis is on software development including data base management and programming. The program includes technical computer courses and related business courses.



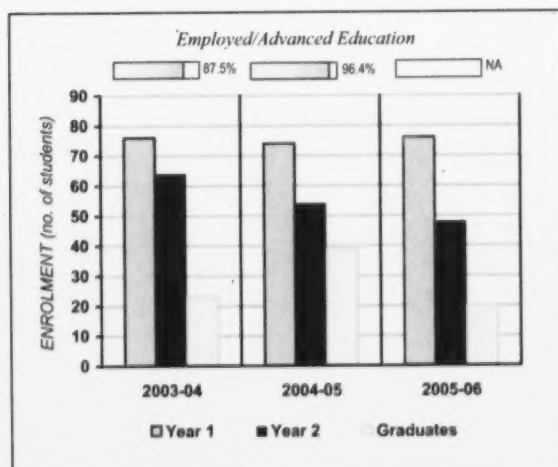


Creative Communications

Two-year diploma program

This program is designed to give students the knowledge and skills to succeed in the communications fields of broadcast production, advertising, journalism, and public relations. Graduates have found employment as journalists in print, radio and television; broadcast production technicians; copywriters and media buyers in advertising agencies, radio and television stations; and public relations personnel in various companies and government agencies.

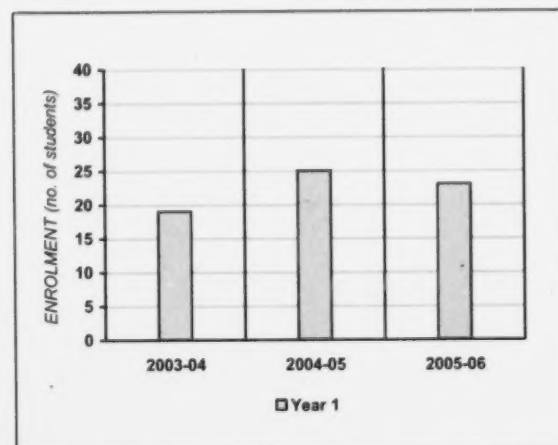
Note: Red River College, in cooperation with the University of Winnipeg, offers students the opportunity to pursue a combined Degree/Diploma in Communications.



Culinary Arts

Two-year co-op education diploma program

Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.



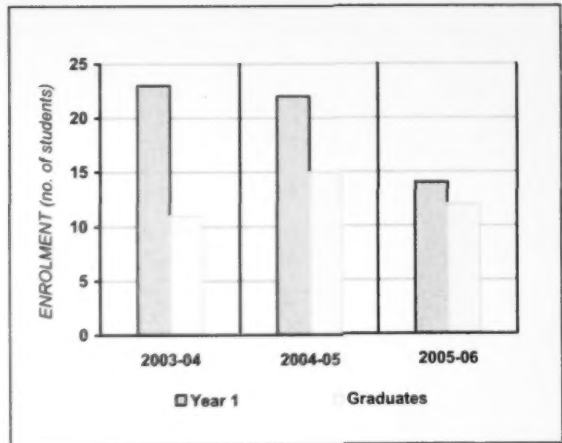
Deaf Literacy

This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.

Deaf Studies

One-year certificate program

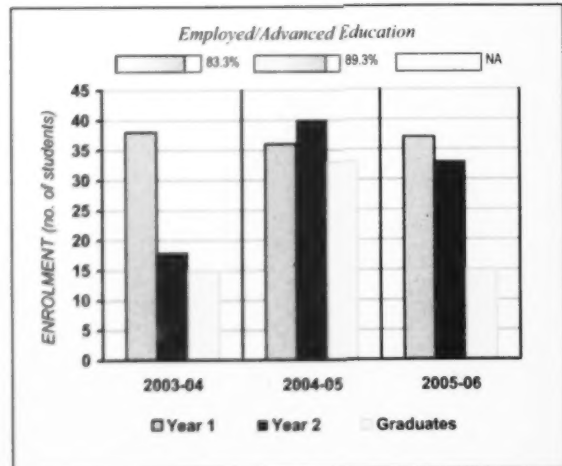
This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL/Interpretation program.



Digital MultiMedia Technology

Two-year diploma program

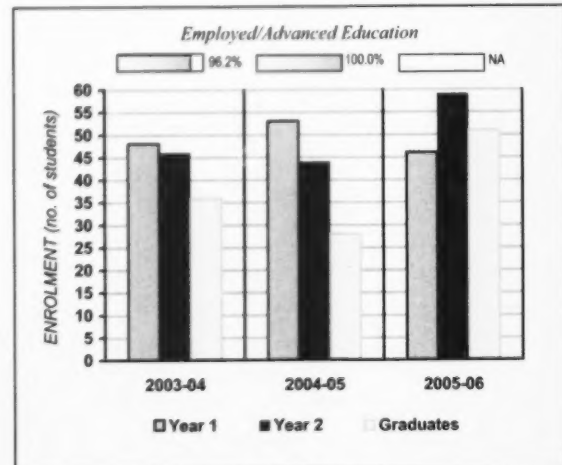
This program offers a balanced program of design instruction, web and interactive technologies and academic courses. It is designed to develop the technical skills and knowledge essential to professional competence and to encourage creativity, imagination and a sense of aesthetic discrimination. Graduates of this program may find employment as web designers, interactive and CD ROM designers, 2D and 3D animators, video post-production technicians and broadcast graphics designers.

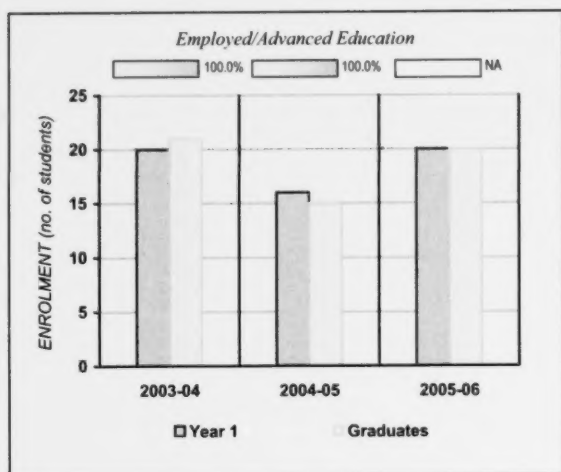


Graphic Design

Two-year diploma program

This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.

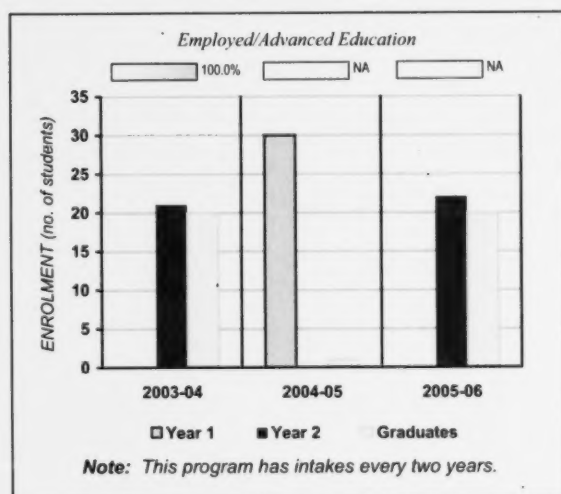




Graphic Design - Advanced

One-year advanced diploma program

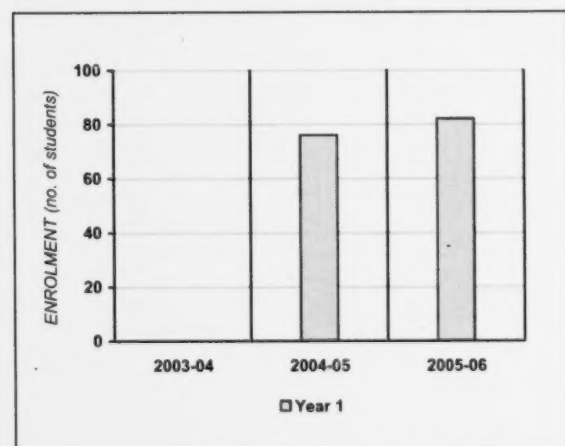
This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet web-page creation.



Health Information Technologist

Two-year diploma program

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.



Hospitality and Tourism Management

Two-year co-op education diploma program

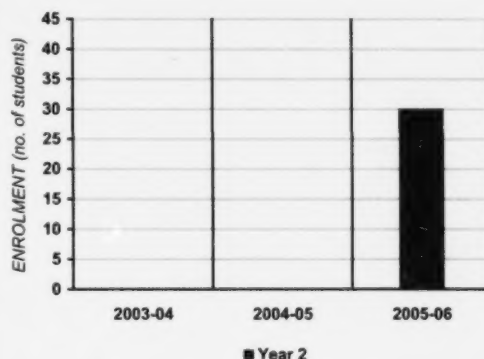
Hospitality and Tourism Management is a two-year (24 consecutive months) diploma program with a September entry date. Students will register into a common first year and, prior to entering second year, will select either the **Hotel and Restaurant Management** major or the **Tourism Management** major.

The common first year will provide a mix of general business courses as well as tourism and hospitality specific courses. This is intended to provide exposure to various aspects of the Hospitality/Tourism industry before selecting a second year major in either Hotel and Restaurant Management or Tourism Management.

Hotel and Restaurant Management

Two-year diploma program

Students successfully completing the requirements of first year **Hospitality & Tourism Management** may choose to enter either the Hotel and Restaurant Management major or the Tourism Management major in their second year. The Hotel and Restaurant Management major will focus primarily on two of the eight tourism sectors - Food and Beverage and Accommodation. The courses are delivered from a supervisory or management perspective. The Hospitality Simulation offered in the final term is a capstone course requiring students to work in teams to resolve a variety of case studies, drawing on academic and work experience from previous terms.

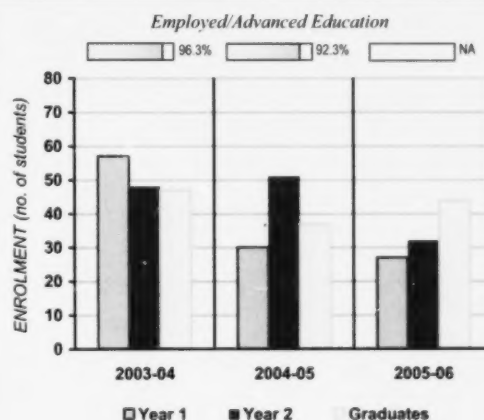


Note: Hotel and Restaurant Management requires one preliminary year of Hospitality and Tourism Management.

Information Systems Technology

Two-year co-op education diploma program

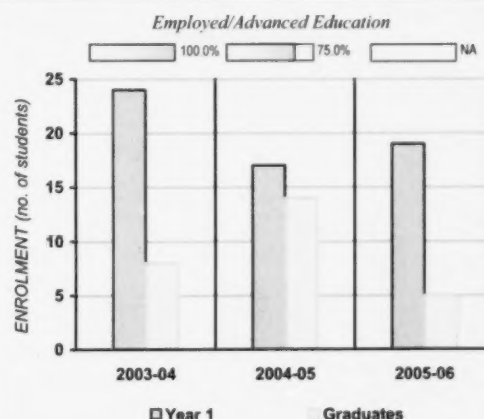
This program provides students with a highly developed skill set in information technology. Its emphasis is on one of four specialty areas: Application Development, Database Management, Web Development or Networking Management. Graduates will have a solid technical foundation in programming, database concepts, e-commerce applications and networking. Graduates are well positioned to fill entry level positions in their specialty area with the ability to become technical specialists in both the private and public sector.



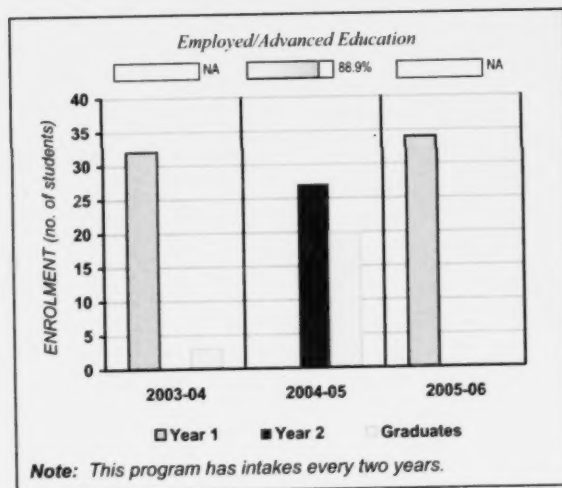
International Business

Twelve-month advanced diploma program

This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.



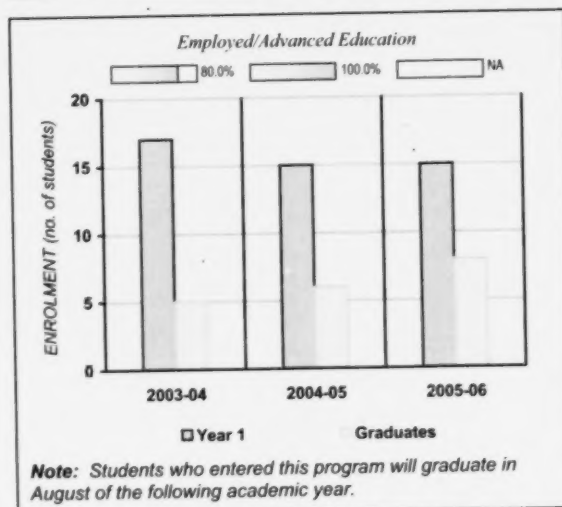
2005/2006 Academic Annual Report



Library and Information Technology

Two-year diploma program

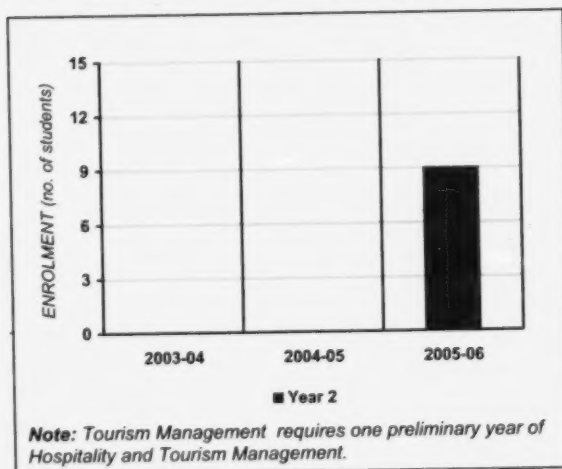
Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.



Professional Baking

One-year co-op education certificate program

This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.



Tourism Management

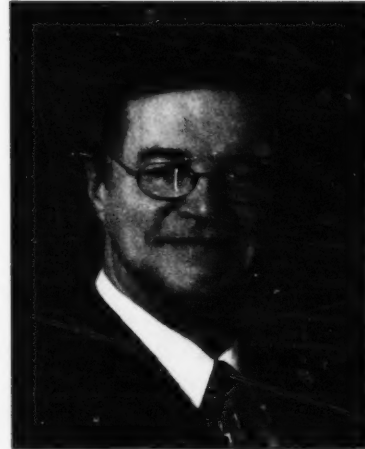
Two-year diploma program

Students successfully completing the requirements of first year **Hospitality & Tourism Management** may choose to enter either the Hotel and Restaurant Management major or the Tourism Management major in their second year. The Tourism Management major discusses elements of the tourism sectors, excluding accommodations and food and beverage. The program mix is intended to provide students with a broad picture of the tourism industry and the scope of employment opportunities available.

INDUSTRIAL TECHNOLOGIES

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This division comprises three departments: Civil/CAD Technology; Construction; Electrical/Electronics Engineering Technology. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma and advanced diploma levels.

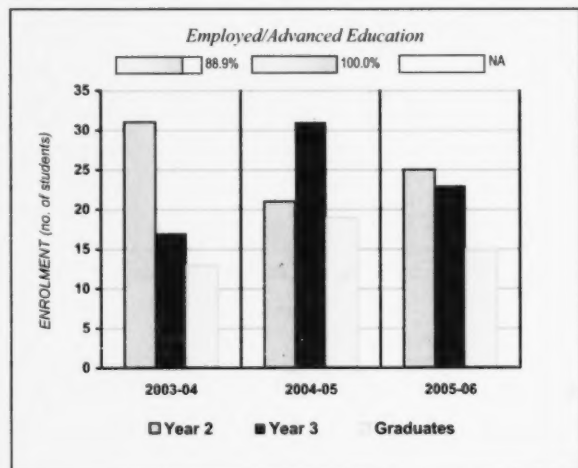


Architectural/Engineering Technology

Thirty-two-month co-op education diploma program

The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services.

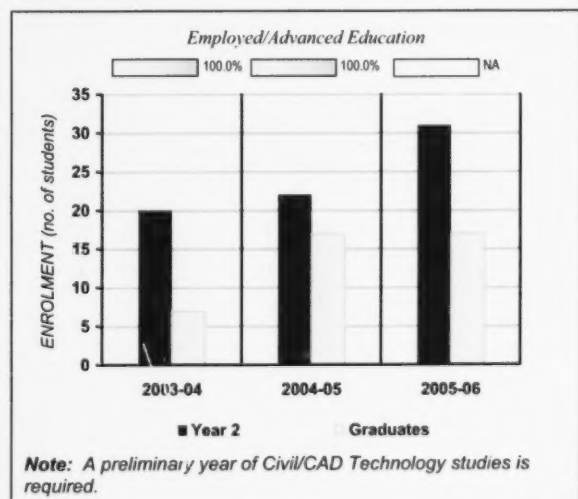
Note: This program was formerly called Design & Construction Technology.



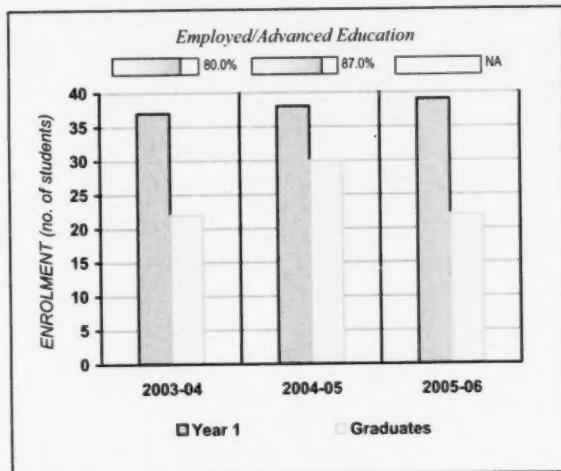
Building Design CAD Technology

Twenty-month co-op education diploma program

The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Building Design CAD Technology graduates are trained in the principles and applications of Architectural and Structural construction systems for careers in: CAD (computer aided drafting), design and construction of building systems, site inspection and supervision, contract administration and project co-ordination, technical sales and support, and building sciences.



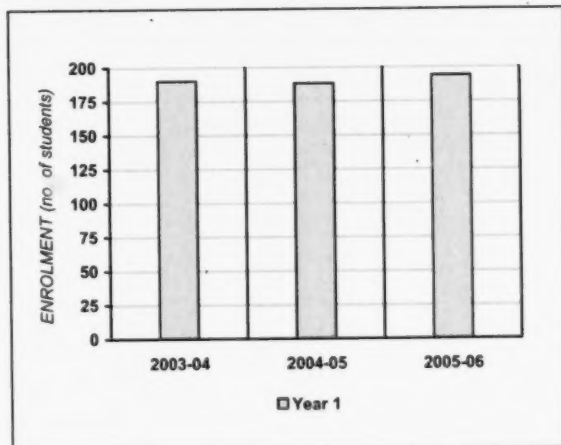
2005/2006 Academic Annual Report



Carpentry and Woodworking

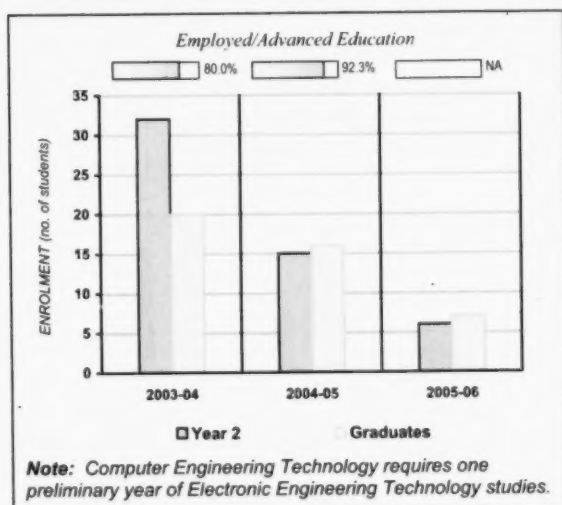
One-year certificate program

Students acquire the basic skills of carpentry and woodworking required to enter an apprenticeship program in carpentry. Graduates have found employment in commercial construction, house building, factories or cabinet-making shops.



Civil/CAD Technology

Civil/CAD Technology offers a number of programs designed to provide students with career training in construction engineering, environmental protection, geomatics, and CAD technologies, as well as Professional Development courses. All Civil/CAD Technology students are registered in a common first year of academic studies, with a September entry date, where the emphasis is placed on developing generic core competencies.



Computer Engineering Technology

Two-year diploma program

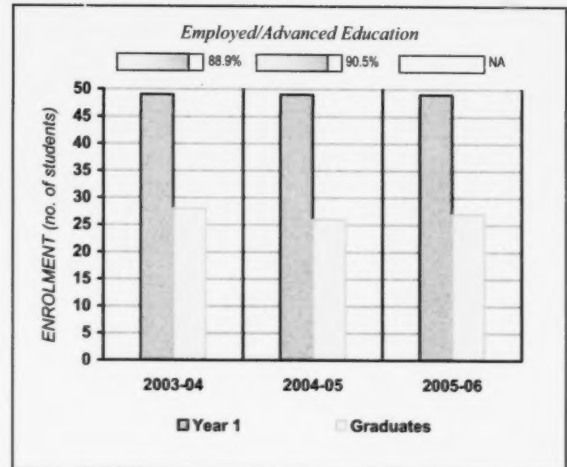
This program develops a broad general background in electronics with specialty training in computer hardware and software, including troubleshooting, maintenance and servicing. Graduates find employment in almost every aspect of industry: in research and development, installation, testing and maintenance, design and marketing.

Note: Computer Engineering Technology will not be offered in 2006-07.

Electrical

One-year certificate program

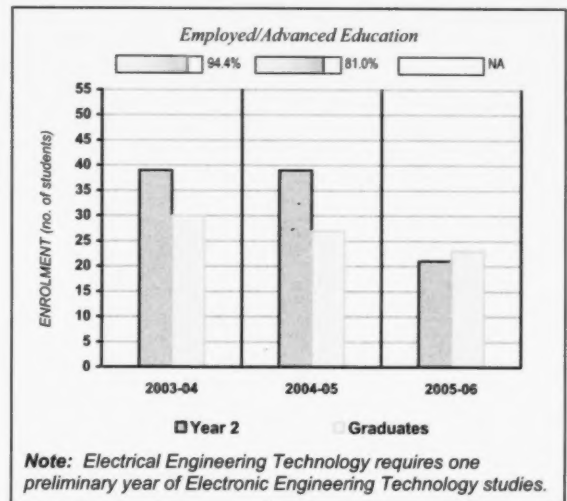
Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.



Electrical Engineering Technology

Two-year diploma program

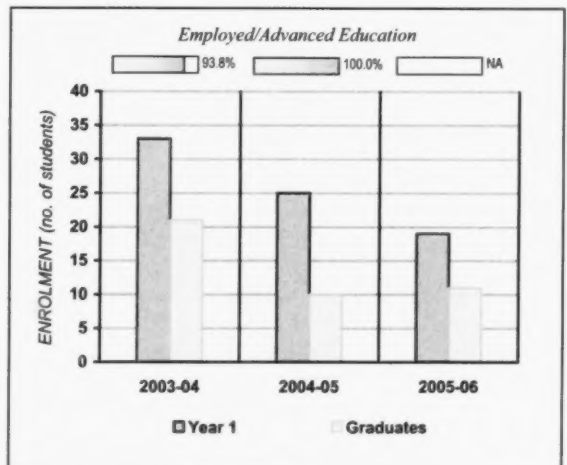
This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.

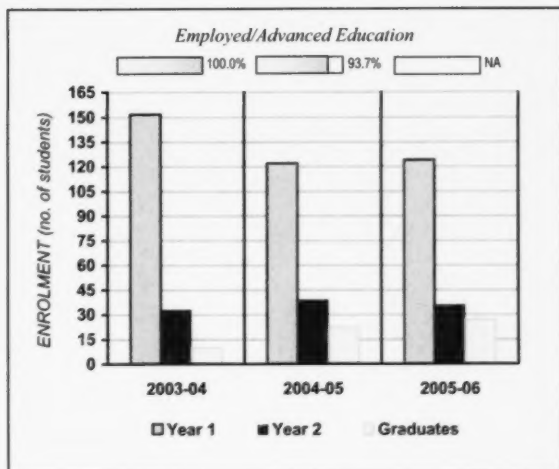


Electronic and Network Technician

One-year certificate program

This program develops graduates with a sound knowledge of electrical and digital fundamentals including an expertise in computer servicing, network design, installation and maintenance. Graduates have found employment in automated factories as installer and maintenance staff, as well as medical electronics, computer services and public utilities.



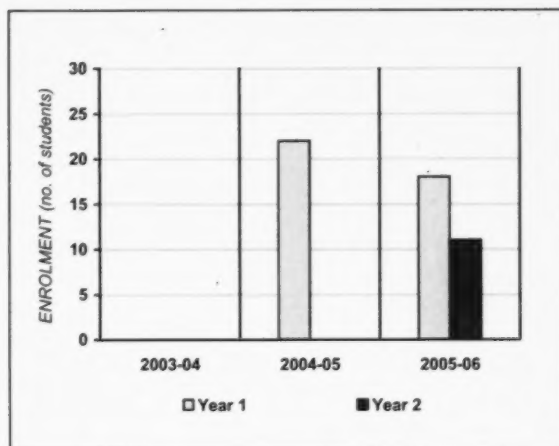


Electronic Engineering Technology

Two-year diploma program

This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.

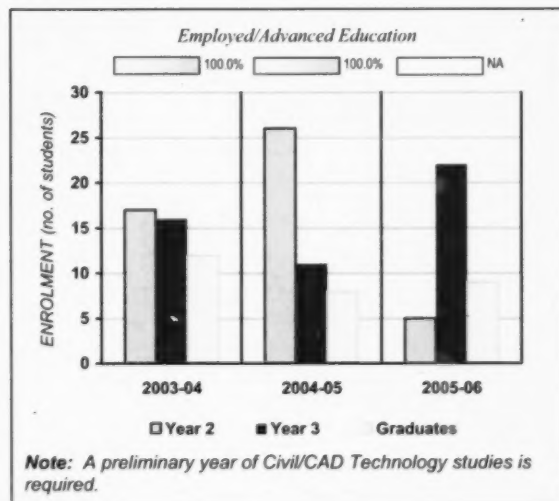
Note: The Electronic Engineering Technology program group consists of Communication, Computer, Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electronic Engineering Technology may remain in their program or transfer into one of the other four programs in Year 2.



Electronic Engineering Technology Integrated

Three and one-half year diploma program

This program is designed for applicants who do not meet the regular admission requirements of the three and one-half year **Electronic Engineering Technology** program or who choose to take it over four years. The integrated program is designed to provide a broad background so graduates are prepared to enter one of the many challenging jobs in aerospace, communications, manufacturing, healthcare, power and network utilities, or other areas in the electrical/electronic sector.



Environmental Protection Technology

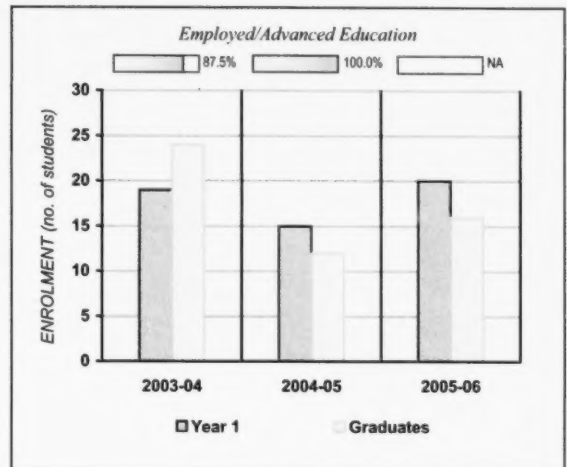
Thirty-two-month co-op education diploma program

Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing, quality control surveying, and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.

Geographic Information Systems (GIS) Technology

One-year advanced diploma program

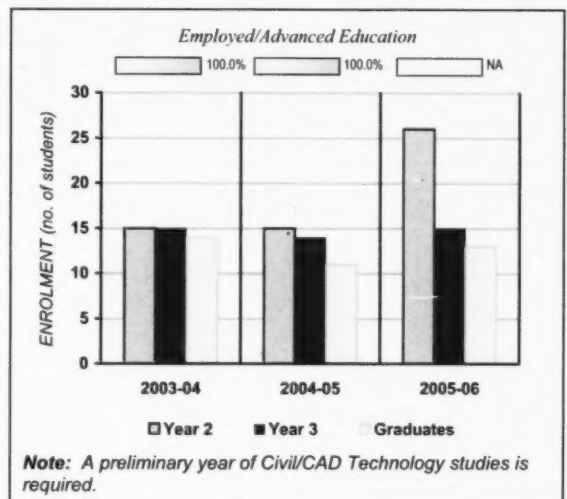
This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations. An appropriate undergraduate diploma or degree is a prerequisite for entry into this program.



Geomatics Technology

Thirty-two-month co-op education diploma program

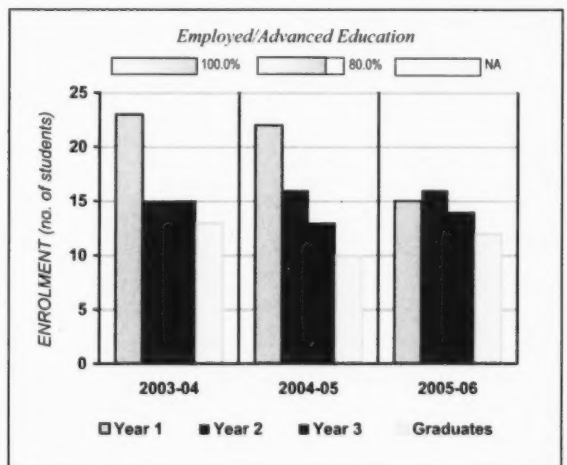
Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

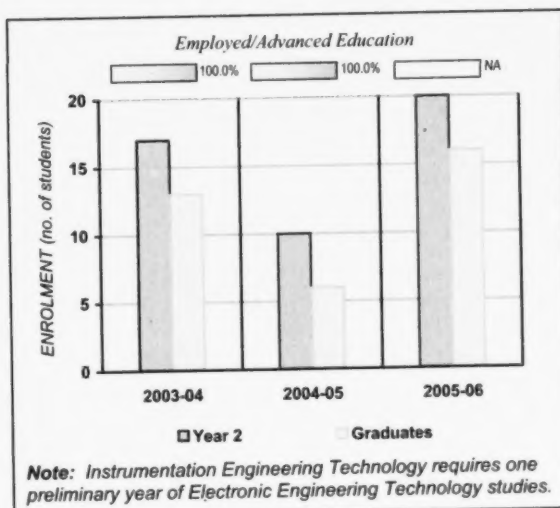


Greenspace Management

Twenty-eight-month co-op education diploma program

Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, arboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.

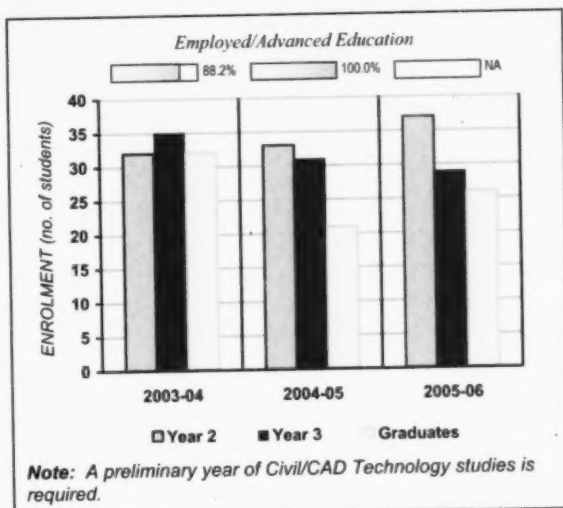




Instrumentation Engineering Technology

Two-year diploma program

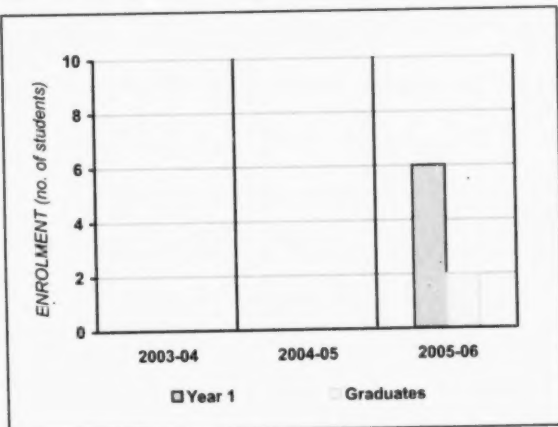
Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates find employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.



Municipal Engineering Technology

Thirty-two-month co-op education diploma program

This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.



Network Technology (CCNA) Certificate

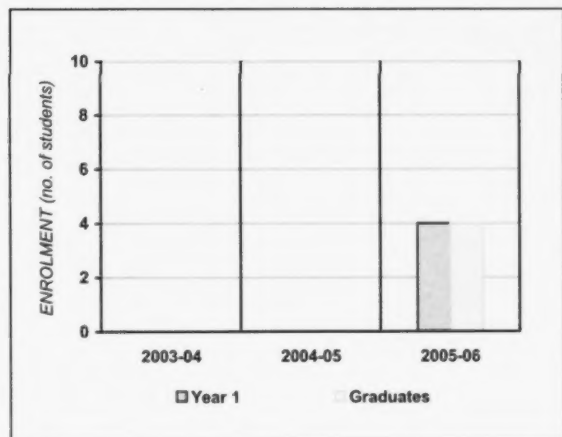
One-year certificate program

This program is intended for entrants who have worked with computer networks and who have more than a basic knowledge of computer systems. This multidisciplinary program encompasses courses covering a range of topics from windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.

Network Technology (CCNP) Certificate

One-year certificate program

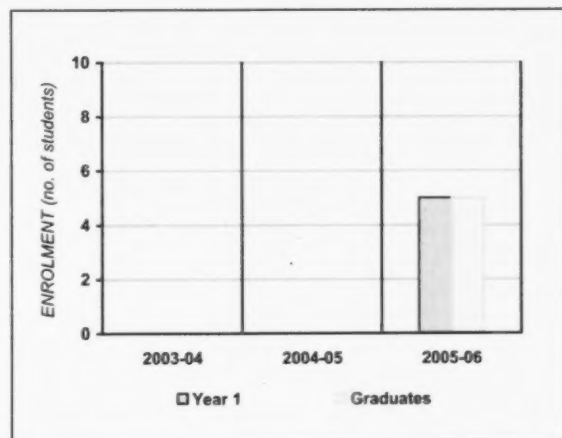
This program is intended for entrants who have worked with computer networks and who are certified as CCNA. This multidisciplinary program encompasses courses covering a range of topics including windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.



Network Technology (CCNP) Diploma

One-year diploma program

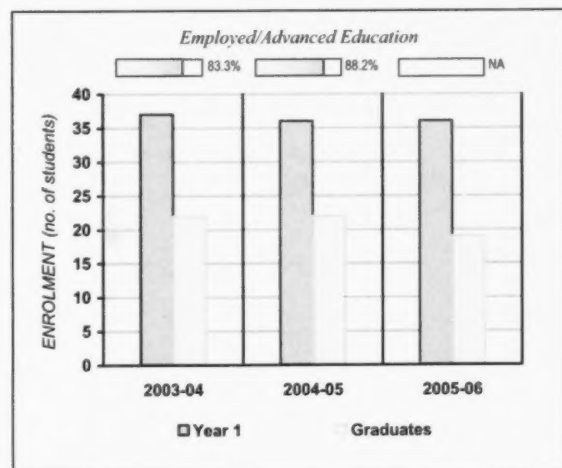
This program is intended for entrants who have completed the Electronic and Network Technician certificate program. This multidisciplinary program encompasses courses covering a range of topics including windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.

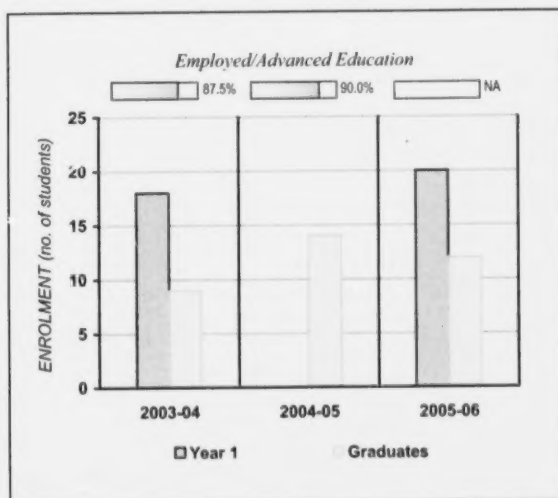


Piping Trades

One-year certificate program

Piping Trades develops the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.



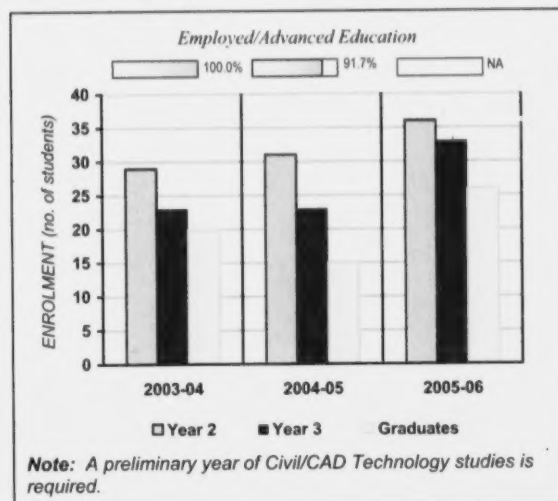


Refrigeration and Air Conditioning Technician

One-year certificate program

This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.

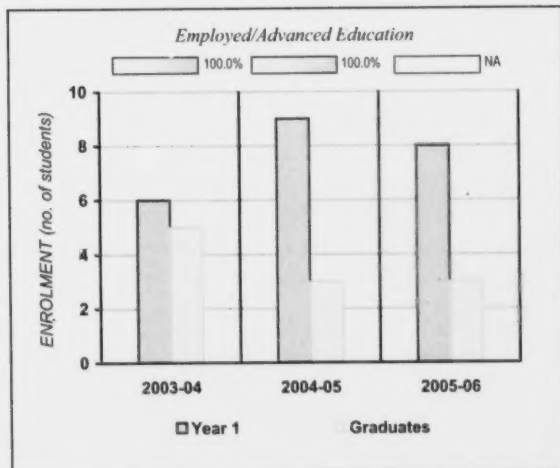
Note: In 2004-05, there were no new enrolments due to a change in the start date of the program. The program will begin a new August start date in 2006.



Structural Engineering Technology

Thirty-two-month co-op education diploma program

This program provides the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.



Wood Products Manufacturing - Certificate

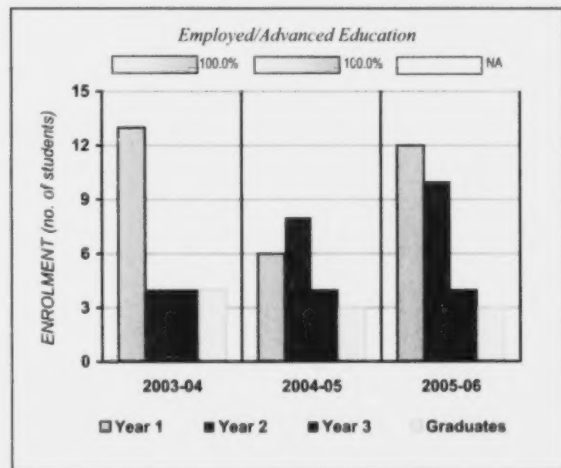
Thirteen-month certificate program

This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet-makers, assembly-line workers and in sales and supply of wood products.

Wood Products Manufacturing Technology - Diploma

Thirty-two-month co-op education diploma program

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet-makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.

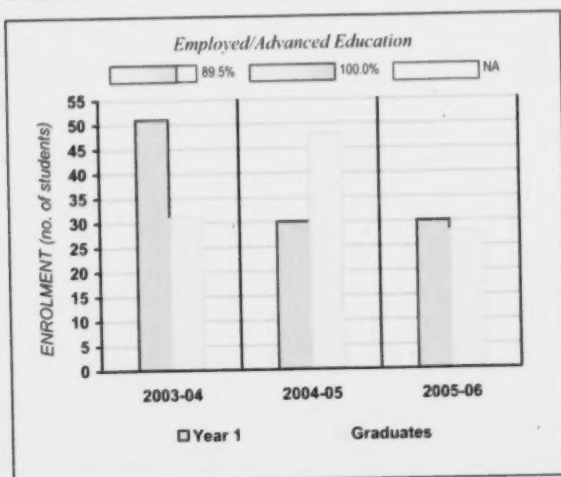




TRANSPORTATION, AVIATION & MANUFACTURING

Dean Don MacDonald
 Room A138, Phone 632-3990,
 Email dmacdonald@rrc.mb.ca

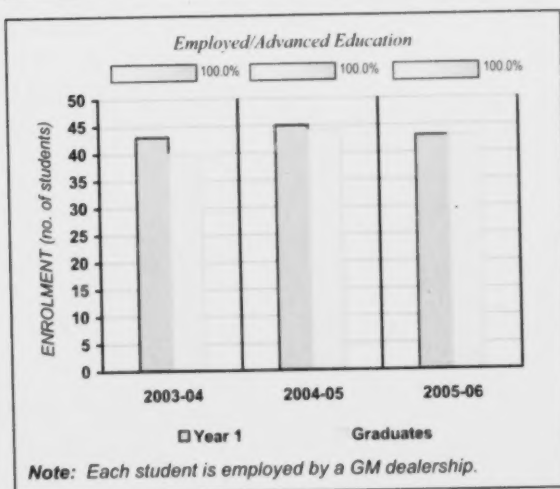
This division comprises two departments: Mechanical, Manufacturing and Communications; and Transportation, Mathematics and Science; as well as the Stevenson Aviation and Aerospace Training Centre. These departments provide training in apprenticeship, diploma and certificate programs. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma, and advanced diploma levels.



Aircraft Maintenance Engineer

Fourteen-month diploma program

The purpose of this program is to develop knowledge and skills in maintenance of both large and small aircraft, including fixed wing and helicopters, and to provide Transport Canada approved training toward an Aircraft Maintenance Engineer License. Potential employment opportunities across Canada include passenger and cargo air carriers, air charter companies, flight schools, and nationally approved Aircraft Maintenance Organizations (AMOs).



Automotive Service Education

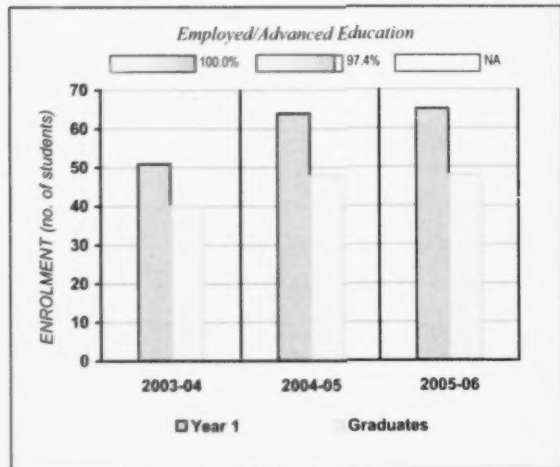
64 weeks

This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Inter-provincial Standards Examination to qualify as a journeyman.

Automotive Technician - Certificate

One-year certificate program

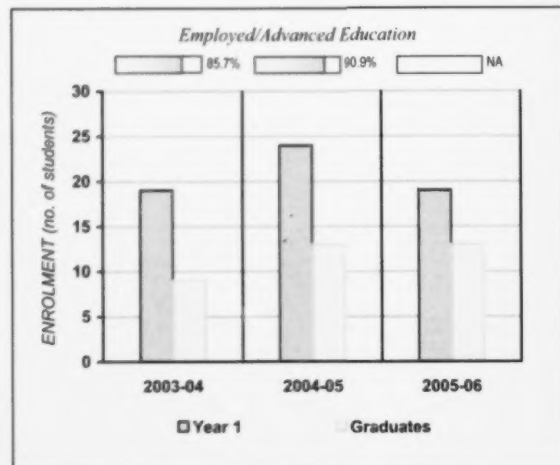
Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.



Automotive Technician - Diploma

One-year diploma program

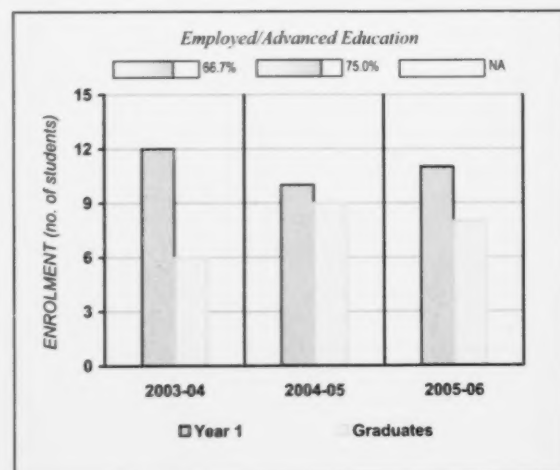
Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.

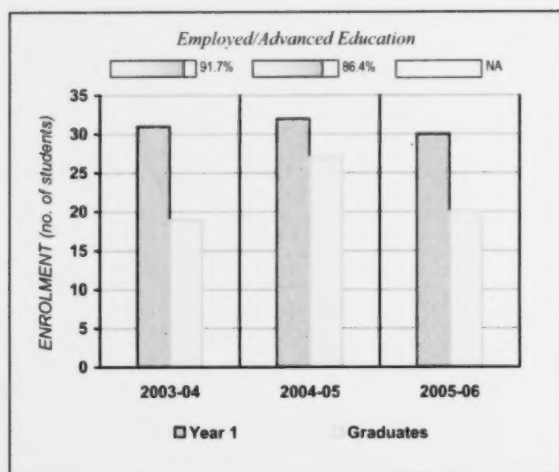


Collision Refinishing

Four-month certificate program

This new program addresses industry concerns about the large shortage of skilled technicians needed to work in either Collision repair facilities or Commercial industries. This program is designed to develop the necessary trade skills and knowledge required to refinish damaged vehicles, refinish fleet vehicles and participate in other commercial applications.

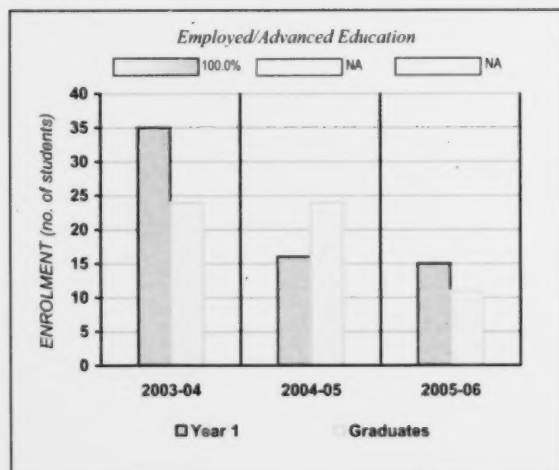




Collision Repair and Refinishing

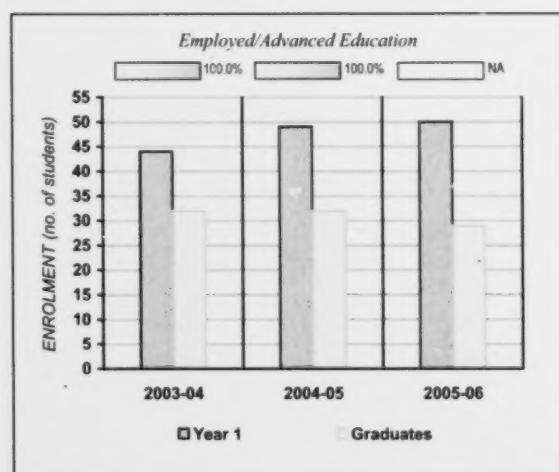
One-year certificate program

Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of auto-body repair and painting. They have found employment as auto-body mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.



Gas Turbine Engine Repair & Overhaul

This program is based on a nationally-recognized curriculum designed to prepare students with the technical knowledge, skills, and techniques required to be a skilled worker in repairing and overhauling gas turbine engines.



Heavy Duty Equipment Mechanic

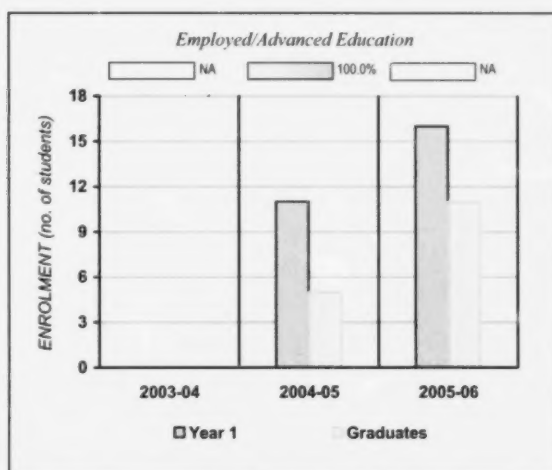
One-year certificate program

In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.

Manufacturing CAD

One-year certificate program

The program provides students with the skills necessary to produce computer-aided mechanical drawings of components and assemblies of industrial machines, machinery parts, and other mechanical equipment. Graduates are trained in the principles and applications of manufacturing design and production for careers engineering firms, consulting firms, manufacturing companies, utility companies, and aerospace and other industries that require mechanical/industrial technical skills covered with the scope of the Manufacturing CAD program.

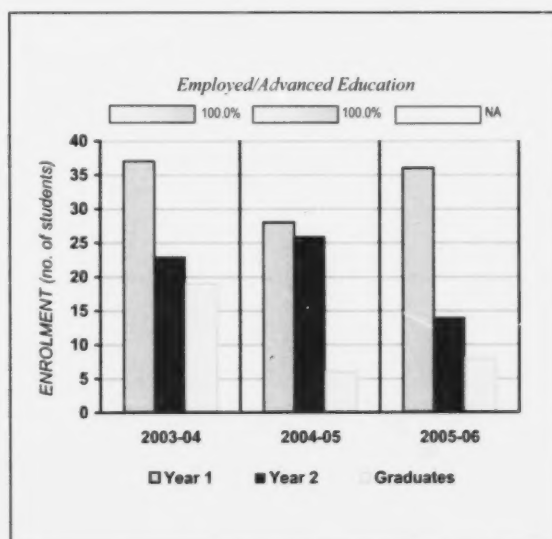


Manufacturing Technician

Two-year diploma program

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. In addition, a Manufacturing Technician will possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.

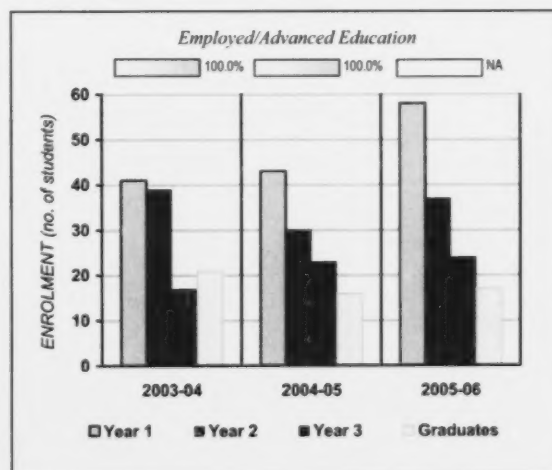
Note: Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice - Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice - Advanced. After Year 2 successful graduates receive the Manufacturing Technician diploma.

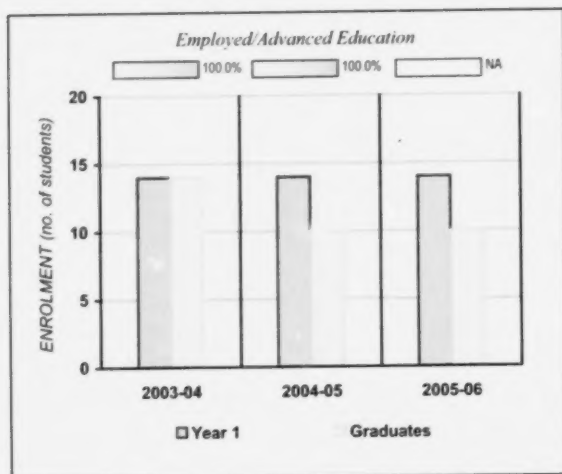


Mechanical Engineering Technology

Twenty-eight month co-op education diploma program

Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.

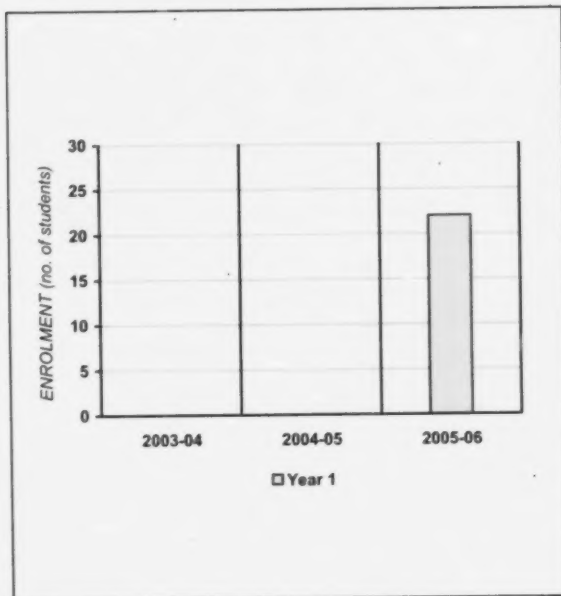




Outdoor Power Equipment Technician

One-year certificate program

Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.

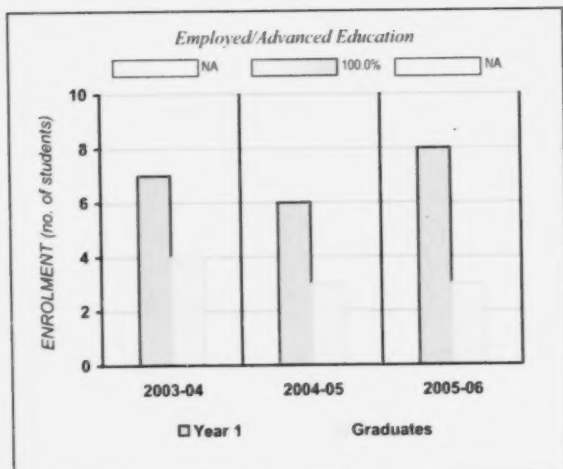


Power Engineering Technology

Two-year diploma program

The purpose of the program is to develop the knowledge and skills required for the safe operation of major equipment in commercial, industrial, and public buildings. It includes enhanced power engineering technical studies, particularly the power laboratory studies and field experiences, which is in alignment with the Manitoba and Inter-Provincial experience requirements for Power Engineers. The program includes both theory and practical training, with the primary focus on power plant operation. Students will learn about the operation of boilers, commercial refrigeration equipment, compressors, and heating systems. Graduates will achieve their Standardized (Inter-Provincial) 4th and 3rd Class Certificates. This program will also provide graduates with a start in progressing toward a 2nd Class Certificate, and prepare graduates for the demanding studies required for future progress to higher levels of Power Engineering.

Note: This program also has a certificate exit point at the end of the first year. Certificate graduates can obtain Class 4 certification.



Precision Metal Manufacturing

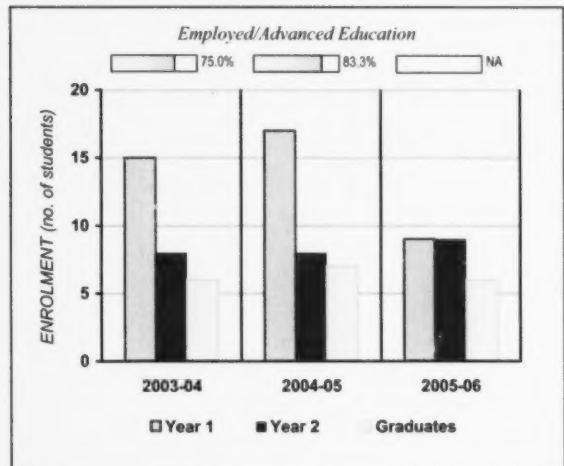
One-year certificate program

This program equips students with the necessary skills and knowledge in machine operations and manufacturing processes to fabricate precision metal parts within the manufacturing industry.

Technical Communication

Two-year Co-op education diploma program

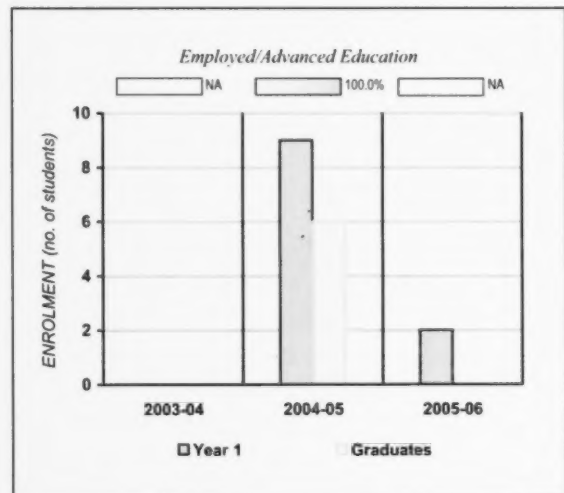
Technical Communication involves communicating technical and scientific information to non-technical audiences. Technical communicators work in all industries, from mining and agriculture to aerospace. They create manuals, proposals, brochures, posters, journal articles, reports, newsletters, presentations, and many other types of documents. They use a variety of software to produce documents in a variety of media including video, websites, paper, and CDs.



Technology Management

One-year advanced diploma program

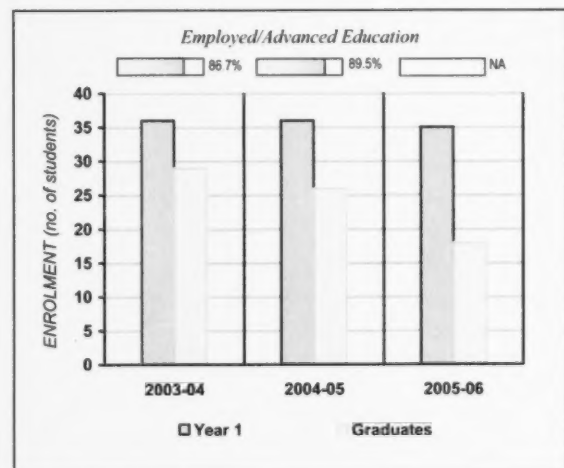
This program is specifically targeted to graduates with technical diplomas and degrees. The program provides an opportunity to complement graduates' technical skills with equally important managerial skills in areas such as corporate finance and accounting, project management, marketing strategy, and human resource management. The program provides technologists and others with the knowledge, skills, and abilities required for their roles as supervisors and managers in technical organizations, obtains recognition for the Technology Management program from professional organizations, and creates opportunities for technologists and others to earn advanced credentials in Technology Management. This program offers a condensed, accessible solution to the demand for advanced management training in the rapidly evolving knowledge economy.



Welding

Seven-month certificate program

Students learn to perform the oxy-acetylene, arc, tungsten inert gas and metal inert gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.



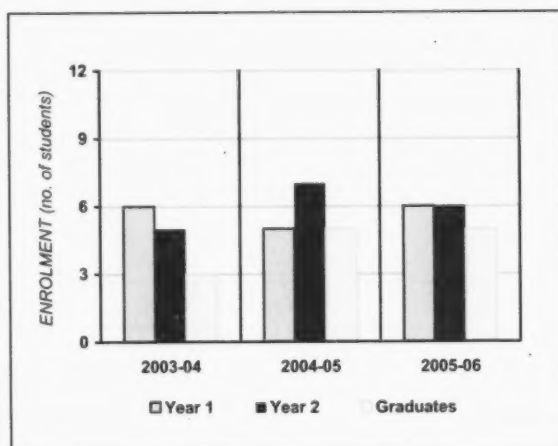
EDUCATION, CURRICULUM AND LEARNING RESOURCES

Dean Paul Little

Room CM 30A, Phone 632-2232,

Email plittle@rrc.mb.ca

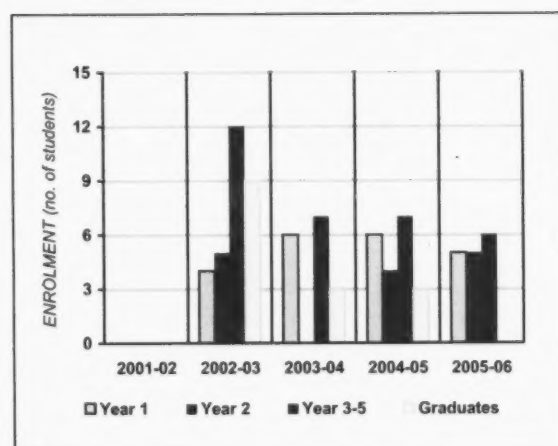
This Division provides training through Distance Education, the Language Training Centre, Adult Learning Centre, and English as a Second Language programs. The Division also provides a complete teaching and learning support for College academic programs. These supports consist of comprehensive knowledge and research capacity through the Library and Learning Resources; faculty development through Teacher Education; curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas.



Business Teacher Education - After Degree

Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in business, combined with teaching methodology, required for the teaching major in business education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.



Business/Technology Teacher Education

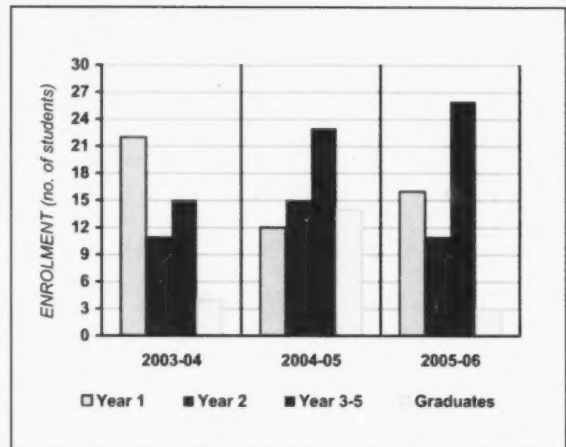
Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which allows them to teach in secondary schools in Manitoba.

Industrial Arts/Technology Teacher Education

Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

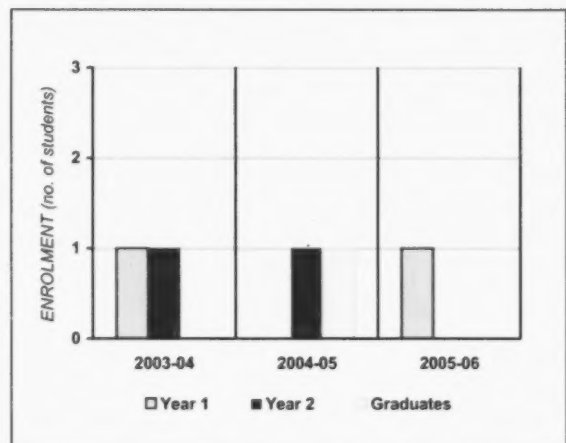
This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which allows them to teach in secondary schools in Manitoba.



Industrial Arts/Technology Teacher Education - After Degree

Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg.

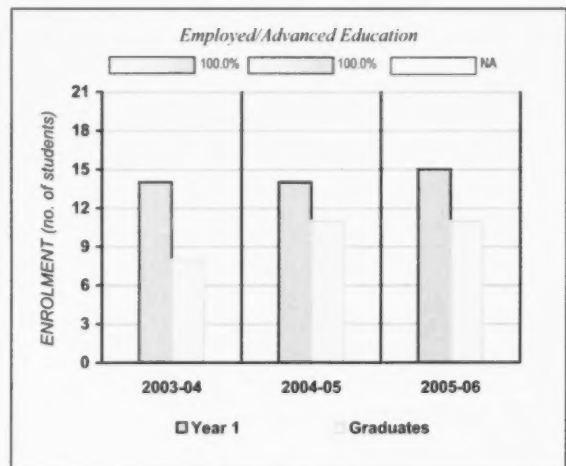
The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree program with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in industrial arts/technology, combined with teaching methodology, required for the teaching major in industrial arts/technology education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

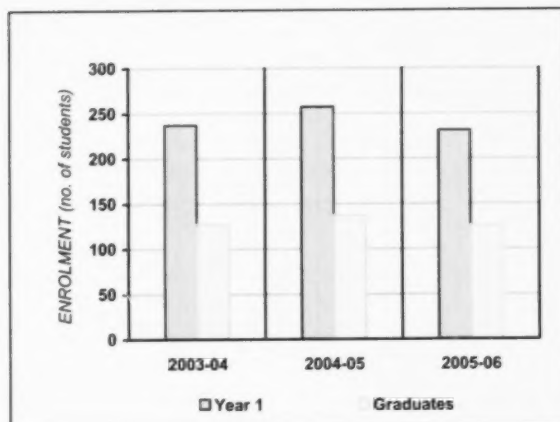


Vocational Industrial Teacher Education

One-year accelerated diploma program

This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which allows them to teach in their vocational area in secondary schools in Manitoba. Graduates are also granted credit for the first two years of the four-year Bachelor of Education program at the University of Winnipeg. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.

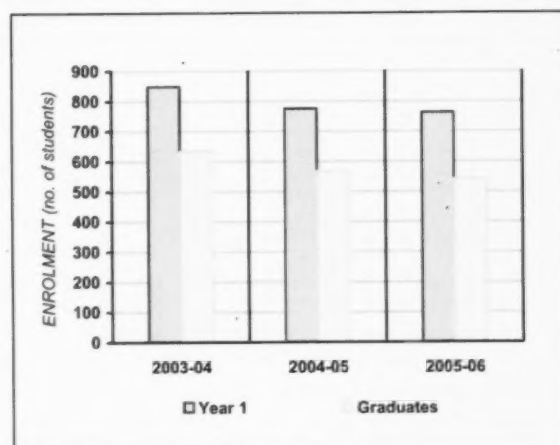




Academic Development Programs

Certificate programs

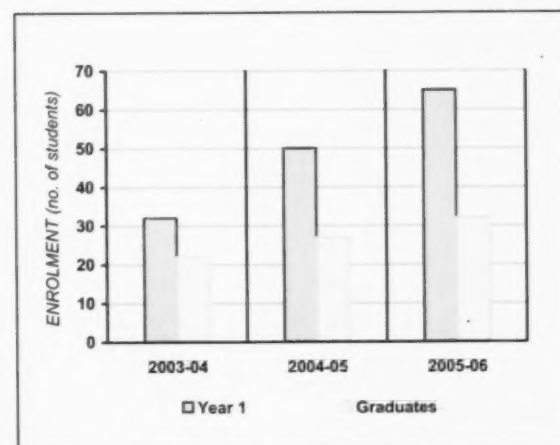
Academic Development Programs upgrade students' academic skills in mathematics, English and physical science, and provides an introduction to computers. Students normally take only those courses necessary to qualify for admission to college programs.



English as a Second Language (ESL) Programs

Certificate programs

ESL programs develop practical speaking, listening, reading and writing skills. The basic program is designed to provide students with the language skills and information required to settle in Canada and to seek employment. The upper-level programs are intended to develop the skills required to pursue further skill or academic training or to seek employment in a specific field.



Introduction to Business

Five-month certificate program

The purpose of the program is to prepare students for entry into selected programs in the business and applied arts and sciences area by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.

Library Services

Library Services provides a broad range of knowledge and information services and learning resources to support the educational and research activities of the College.

In 2005/2006, Library Services:

- Completed a comprehensive review of library services to Regional Centres and other off-campus locations.
- Added new databases – Canadian Reference Centre, Bibliography of Native North Americans, extended CINAHL access (nursing and allied health).
- Expanded access to online resources by adding links to about 2000 items.
- Supported the Anytime, Anywhere Instructor Resource (AIR) Web project, including review and assessment of learning object repository software, selection and trial implementation of The Learning Edge application, creation of publicity materials and College Day presentations, creation of pages for the AIR website.

Program and Curriculum Development

The Program and Curriculum Development department supports Red River College's evolution as a learning college by ensuring that curriculum and quality are synonymous. The department provides curriculum support to academic departments by facilitating curriculum development, curriculum validation, and curriculum management services and activities.

In 2005/2006, the department:

- Completed 8 Curriculum Validation - Face Validation projects and 3 Curriculum Validation - Program Renewal Projects.
- Updated accreditation data for all RRC programs that are accredited externally.
- Conducted 5 DACUM Occupational Analyses.
- Completed the ACCESS Program Review.
- Continued implementation of the Course Outline Web.
- Co-managed the development of the Anytime/Anywhere Instructor Resource (AIR) Web as part of year two of a three-year Systems Restructuring Project funded through COPSE.
- Developed rubrics for the assessment of College-wide Learning Outcomes.
- Collaborated with the Teacher Education department in the development of a CAE Online Learning Community for instructors enrolled in "Introduction to Instruction".
- Facilitated the development of learning outcomes for the Proteomics program.

- Designed and facilitated a number of specialized workshops and sessions such as: RRC Alumni Committee Visioning; RRC Students' Association Mission, Vision & Values development; development of generic learning outcomes for Co-op programs, Focus groups for the Disability and Community Support program, Aerospace Manufacturing Technician program, CAE program, and the Aboriginal Language Specialist program; and Developing Learning Outcomes.

Learning Technologies

The three areas that comprise the department: Teaching Learning Technology Centre (TLTC), eTV, and the Web team, serve the College's needs with respect to technology-based educational programming, support for internet based streaming, video-conferencing, media production and supporting web sites used by staff and instructors.

Highlights for 2005/2006 include:

- TLTC completed a major migration to a new Learning Management System.
- TLTC oversaw at 23 percent growth in courses using Learning Management Systems and developed significant automations to handle increased demand.
- eTV launched a video conferencing service between Notre Dame and Princess Street campuses.
- eTV continued the highly successful Streaming Video delivery for Nursing which is now attracting interest from similar provincial projects.
- Web team re-launched the college web site using a new content management system.



Buhler Learning Commons, Princess Street Campus



CONTINUING EDUCATION

Dean RaeAnn Thibeault
Room C118, Phone 632-2481,
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In 2006 the Continuing Education amalgamated with Distance Education, creating the School of Continuing and Distance Education (C+DE).

In 2005-06 the School of Continuing and Distance Education:

- Administered ten full-time programs to 294 students to accommodate market demands. These programs include: Office Technician, Power Engineering 5th Class, Applied Counseling, Para Educator, Photography - Enhanced, Legal Administrative Assistant, Recreation Facilitator for Older Adults, Health Unit Clerk, Professional Truck Driving, and Occupational Health and Safety.
- Administered Red River College's second Intersession with 48 course offerings. Intersession 2006 ran from May 8 to June 23 and was open to all students who wished to register as long as they met the required prerequisites. Twenty courses ran with 220 students registered.

New programs/courses offered in CE in 2005-06:

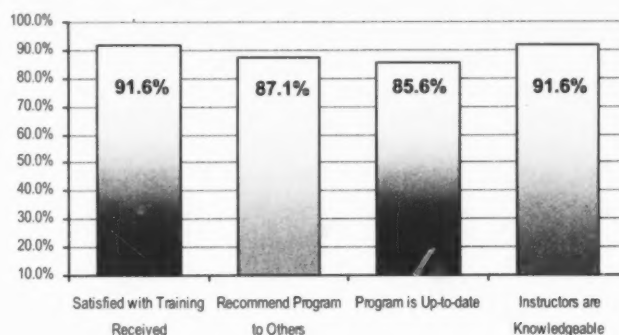
- **Management & Business Studies:** Canadian Investment Funds, CFP Examination Prep Training program, PMP examination preparation, Customer Service Excellence seminar, Customer Service for Supervisors seminar, Knowledge Management Technologies, KM Process Management and Analysis 1 & 2 (course), Lean 101
- **Human Resource Management:** Competency Profiling, Mobile Workforce Strategies workshop, Organizational Design workshop
- **Communication Arts:** Intermediate Writing Skills
- **Digital A/V Production:** After Effects, Live Audio/Visual Sound Reinforcement
- **Web Site Development:** Digital Video for Web (PC), Developing .NET Framework Web Services
- **Computer Graphics:** InDesign (Mac)
- **Culinary Arts:** Introduction to Advanced Chocolate Work, Introduction to Basic Sugar Works

- **Health Sciences:** Applied Project in Health Sciences Management, Clinical Research - from Principles to Practice, Core Concepts in Medical Transcription, Emergency Medical Responder (revised) Fundamentals of Pathophysiology, Health Unit Clerk certificate program (full-time), Language of Clinical Interventions
- **Workplace Health & Safety:** Occupational Health & Safety Risk Management
- **Community Services:** Canadian Government, Community Asset Mapping, Community Development, Community Economic Development 1, Environmental Issues 1, Manitoba Politics, Programming for Autism Spectrum Disorder
- **Industrial Technologies:** Basics of Manufacturing, Building Code Analysis, CAD Management & Standards

The Youth Recreation Activity Worker program was offered for a fifth time in partnership with the Boys and Girls Club of Winnipeg. Funding for this program was obtained from the Province of Manitoba. Eleven students completed the program and are now employed in the Youth Recreation field.

The Executive Challenge was administered in partnership with the Manitoba Chambers of Commerce for teams of students from high schools around the province. The Grand Challenge was held at the Rural Forum in Brandon.

Continuing Education Graduate Satisfaction

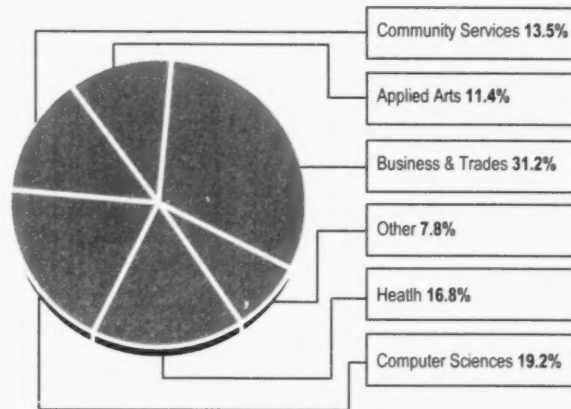


Note: from 2005/2006 Graduate Satisfaction & Employment Survey: a survey of 2004/2005 RRC Continuing Education Graduates

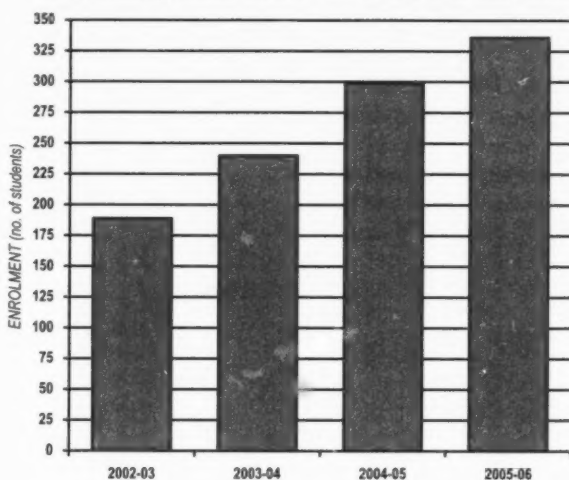
The School of Continuing and Distance Education provided contract training for the following organizations:

- Big Freight
- Boeing
- Boys and Girls Club of Winnipeg
- CAHRD
- Calm Air
- Can-AM West
- Canadian Manufacturers and Exporters
- City of Winnipeg
- Composites Innovation Centre
- Dixon Bayco
- Ebb and Flow First Nation
- Fieldstone Ventures
- Manitoba Aerospace Human Resource Coordinating Committee
- Manitoba Aerospace Human Resources
- Manitoba Customer Contact Association
- Manitoba Education and Training
- Manitoba Health
- Manitoba Home Builders Association
- Manitoba Metis Federation
- Manitoba Transportation and Government Services
- MPIC
- Sagkeeng First Nations
- St Boniface College
- Skyline Maintenance
- Standard Aero Limited
- Urban Circle
- Vansco Electronics
- Westeel
- Western Tribal Council
- Winnipeg Public Library

Continuing Education Enrolment, by Program Area, 2005/2006

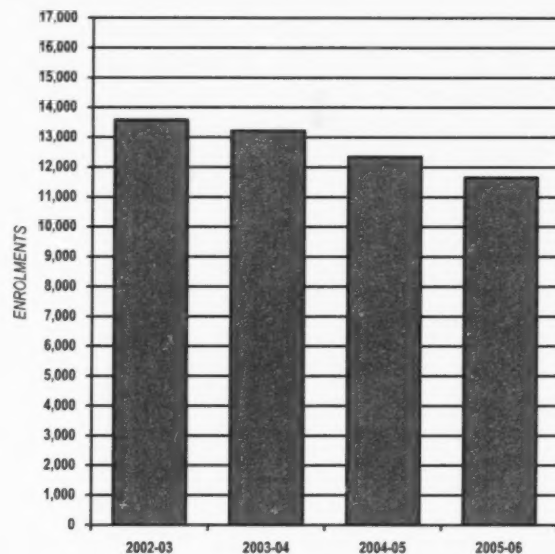


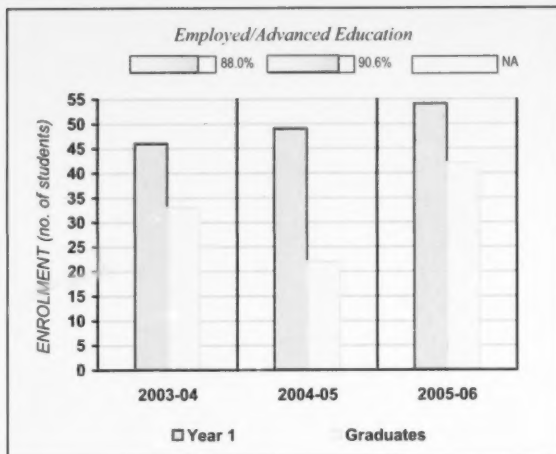
Continuing Education Full-time Enrolments



Note: Continuing Education started offering full-time programs in 2002-03.

Continuing Education Part-time Net Enrolments

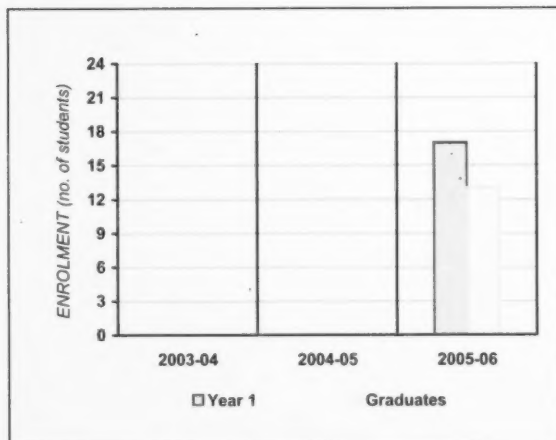




Applied Counselling

Continuing Education full-time certificate program

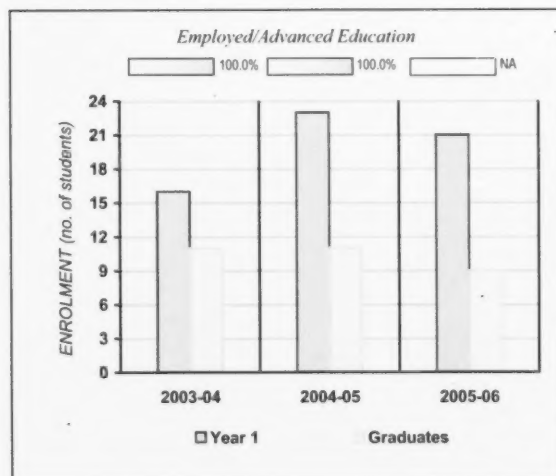
Students develop proficiency in basic counselling skills for use in working with children, adolescents, and families. Skills in cross cultural counselling will be developed, and legal/ethical issues studied. Graduates will be qualified to provide entry level counselling in areas such as domestic violence, chemical dependency, substance abuse, and gender issues.



Health Unit Clerk

Continuing Education full-time certificate program

Students acquire the knowledge and skills required to function as part of the health care team and learn the roles and responsibilities of a HUC including maintaining patient and unit records, processing physician orders, diagnostic and laboratory orders and managing unit supplies.



Legal Administrative Assistant

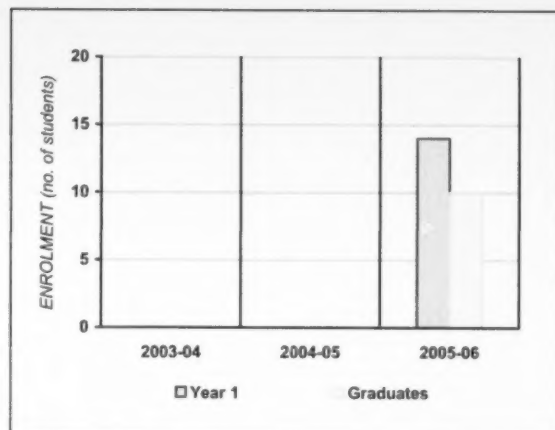
Continuing Education full-time certificate program

Students acquire the knowledge, skills and attitudes to perform effectively in a junior administration position in a legal environment and learn to professionally prepare legal documentation for real estate, wills and estates, civil litigation, domestic and family law, business and appeals.

Occupational Health & Safety

Continuing Education full-time certificate program

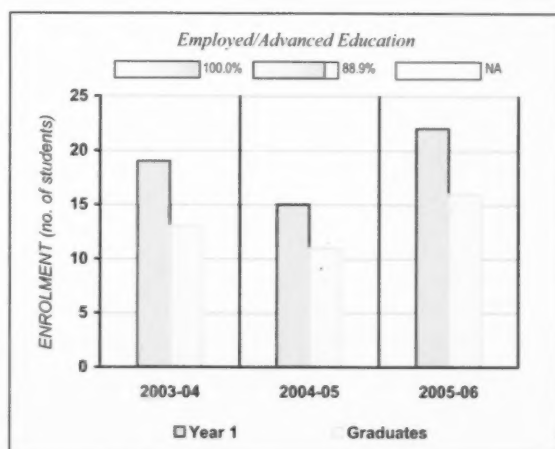
This program is designed to provide a fundamental understanding of occupational health and safety. The program addresses the role and responsibilities of an Occupational Health and Safety practitioner including risk management, hazard recognition, control, and prevention and safety management systems in the workplace, incorporating a multi-disciplinary approach in contributing to the development of a health and safety culture.



Office Technician

Continuing Education full-time certificate program

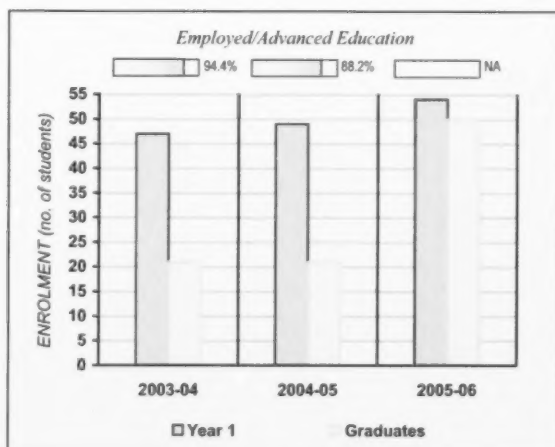
Students of this program gain skills in communications, mathematics and accounting, and microcomputer applications that are needed to secure an entry position in a business environment.

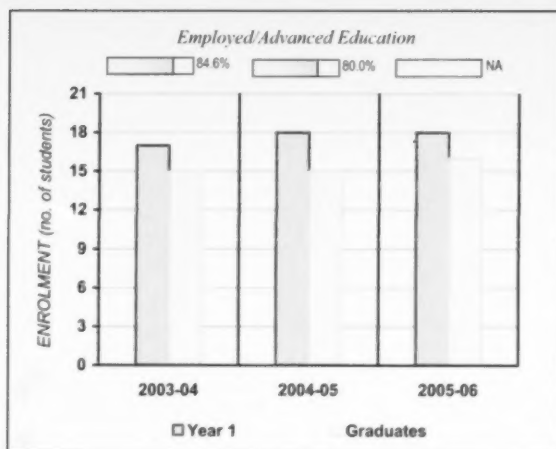


Para Educator

Continuing Education full-time certificate program

This program prepares students for entry-level positions as Para Educators (i.e., teaching assistants) to work with children under the direction of a teacher.

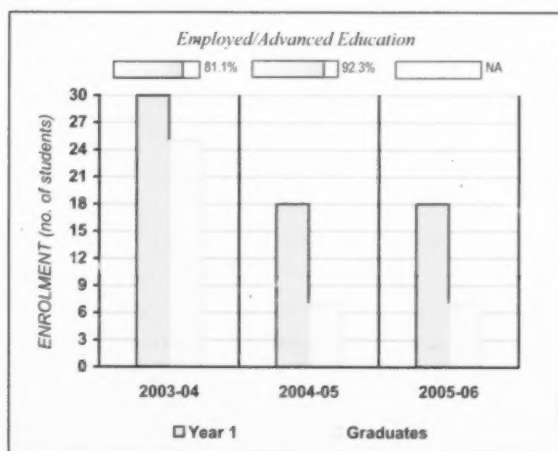




Photography - Enhanced

Continuing Education full-time certificate program

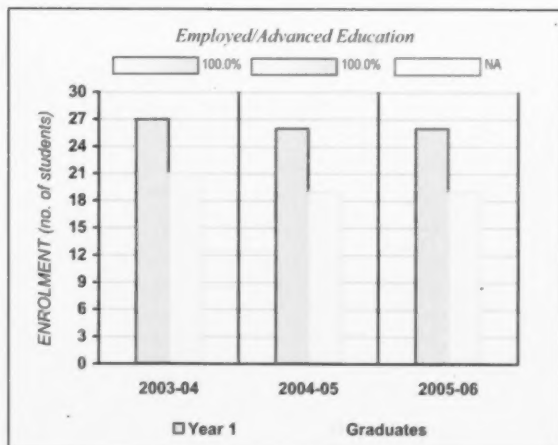
This program provides the knowledge, training and skills for a career in photography. Students develop proficiency in a wide range of subjects including camera operations, lighting, composition, film processing, printing and retouching in both black and white and colour photography.



Power Engineering (5th Class)

Continuing Education full-time certificate program

Students in this program acquire the critical employability skills to function competently, professionally and ethically as a fifth class power engineer. Graduates have found employment in industrial plants, school divisions, and other commercial, industrial or public buildings.



Recreation Facilitator for Older Adults

Continuing Education full-time certificate program

This program provides students with the knowledge, skills, attitude and field-based practical experience to work with older adults.

DISTANCE EDUCATION



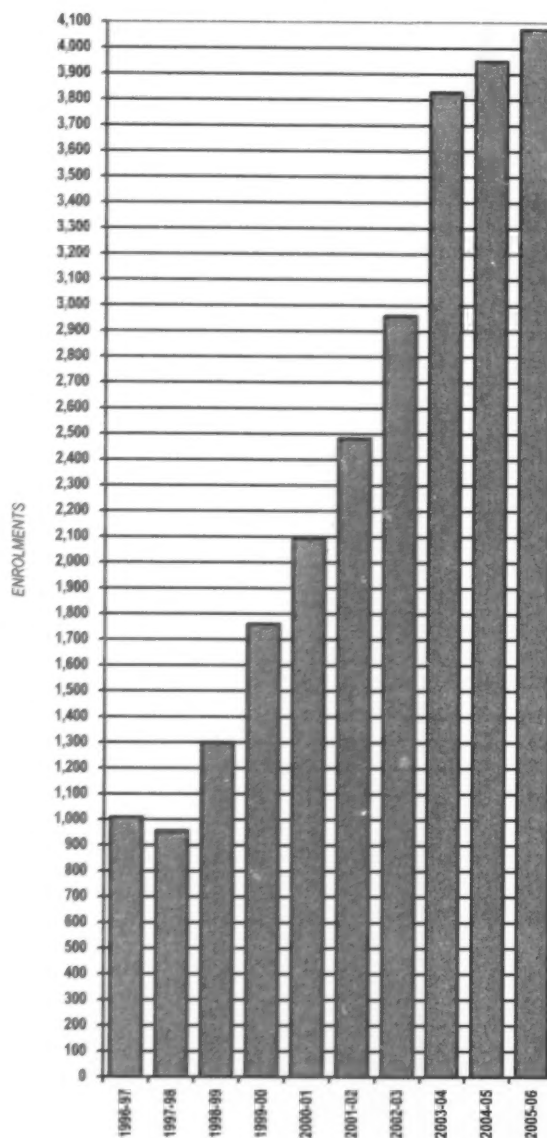
Distance Education enhances Red River College's ability to contribute to the success of students in Manitoba and beyond by increasing points of access and providing flexible courses and programs adapted to the needs of learners for anywhere, anyplace, anytime learning.

RRC delivers learning to students who find it difficult to attend regularly scheduled classes, live far from College campus sites or prefer to study on their own. Courses are delivered using a variety of media: correspondence, video-correspondence, CD-ROM, teleconferencing, video-streaming and via the Internet. All courses include e-mail or telephone support. The course technology varies to meet the needs of students and to make the best use of current technologies. Distance Education offers high-quality, career-related programs and courses that are accessible, flexible, and leading edge. All courses include an appropriate mix of educational, tutorial and technical supports.

Distance Education's part-time course enrolments increased by 3.1 percent, from 3,951 in 2004-05 to 4,075. The largest program growth occurred in the Personal/Professional Development courses, Recreation Facilitator for Older Adults, Business Analyst, Health Care Aide, and Early Childhood Education.

Distance Education developed 33 new courses, 26 of them online. The courses were distributed among 10 programs: Business Administration, Business Analyst, Civil Technology, Computer Analyst/Programmer, Information Systems Programmer Analyst, Library and Information Technology, Medical Laboratory Assistant Level 2, Project Management, Studies in Aboriginal Child Care, and Web Site Development. Eight courses were revised, four of them online.

Distance Education Enrolment



REGIONAL CAMPUSES

Providing rural Manitobans with access to post-secondary education is an essential component of Red River College's academic plan. RRC's Regional Campuses, located in Gimli, Portage la Prairie, Steinbach, and Winkler, deliver programming to communities throughout the Interlake, Eastman, Pembina Valley and Central Plains regions of the province.

The Regional Campuses offer a range of full-time programs and part-time courses, providing opportunities for professional and personal development. Programs and courses are also customized or created to meet specific needs of local organizations, government departments, Aboriginal communities and businesses.

Regional Campuses' gross full-time enrolments, increased by 4 percent, from 470 in 2004-05 to 489 in 2005-06. Gross part-time course enrolments increased 20 percent, from 3,108 in 2004-05 to 3,734 in 2005-06. The largest increases were in the English as an Additional Language and Para-educator programs. Gross enrolment for Regional Campuses' community learning centres was 344.

The Regional Campuses offered the first year of the Early Childhood Education Diploma program for the first time. The ECE program was delivered to 31 students at 3 locations – Sagkeeng First Nation, Southport, and Winkler. The Health Care Aide Certificate program was delivered in Altona, Portage la Prairie, Selkirk and Steinbach. Seven programs were offered through Contract Training for the first time: Bookkeeping and Accounting for Small Business, New Start, Para-educator, Pre-Employment Training, Preparation and Evaluation, Security Officer Training (Basic), and Women in Trades.

Steinbach Campus received a large endowment from the Loewen Foundation to provide scholarships for Steinbach residents wanting to enrol in post-secondary education.

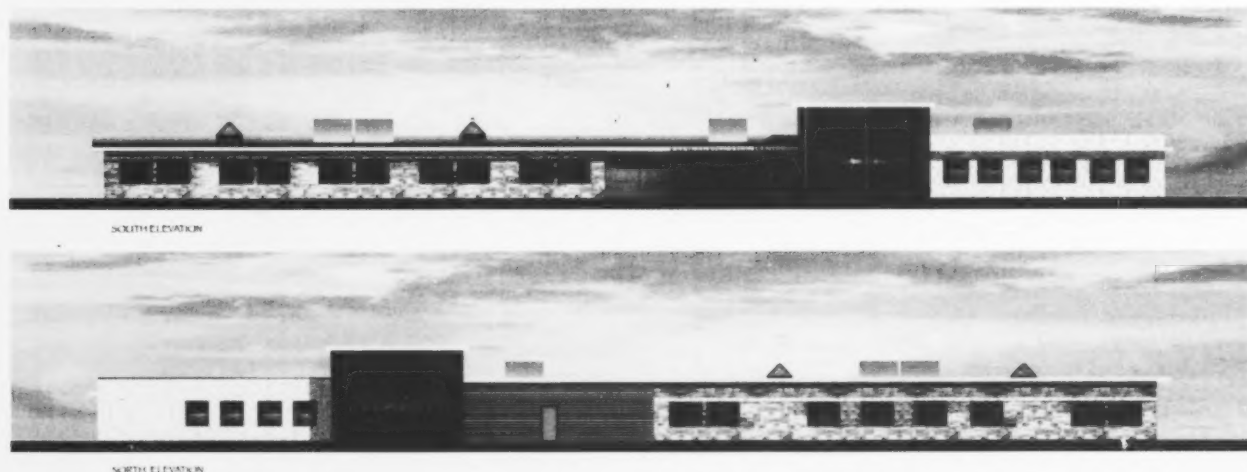
Winkler Campus students in the Assertiveness and Basic Competencies (ABC) program raised \$60,000 for a play structure for children with disabilities. Winkler Campus facilitated delivery of the first-year Business Administration and two sections of the English as an Additional Language Program. Winkler Campus

also partnered with the Morden Chamber of Commerce to deliver a New Start employability program funded by Manitoba Competitiveness, Training and Trade.

Portage Campus continued to respond to Manitoba Family Services' province-wide training needs by delivering the Foundations in Disability and Community Support courses in Brandon, Dauphin, Portage, and Thompson. The Supervision in Human Service Settings course was delivered in Brandon, Neepawa, and Dauphin. A total of 240 students were enrolled in the Foundations in Disability and Community Support courses delivered in Winkler, Selkirk, and Steinbach. Portage Campus delivered a full-time GED Preparation program for Manitoba Advanced Education and Training. The Portage Campus also provided customized training workshops for the Portage and District Chamber of Commerce, the City of Portage la Prairie and several local business and government organizations. Contract training through the Portage Campus included delivery of a series of workshops for the Portage Friendship Centre's Building Employment Skills program and provision of customized workshops in Restaurant Hospitality for Long Plain First Nation.

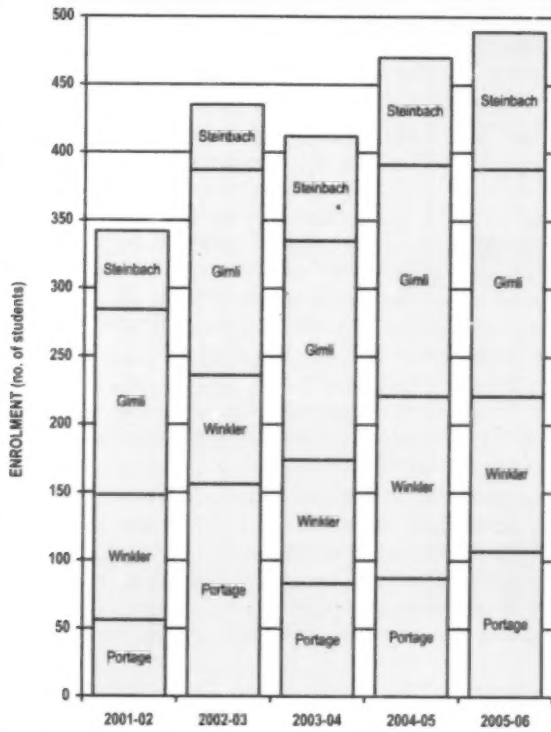
Portage and Winkler Campuses hosted and helped facilitate the Rural Diploma Nursing Accelerated pilot program. Program delivery was accomplished through video-streaming from the Notre Dame Campus and on-site facilitating instructors. Clinical practicums were conducted at local hospitals and in Winnipeg.

Gimli Campus delivered the Para-educator Certificate program to participants employed as Para-educators in the Lakeshore School Division. Also, Gimli Campus delivered the Health Care Aide Certificate program in Fisher Branch to participants who are employees of the Interlake Regional Health Authority. Both programs were delivered on a part-time basis through funding provided by the Manitoba Metis Federation. Gimli Campus assisted Sunrise School Division's Adult Learning Centre in obtaining dual credit recognition for the Para-educator Certificate program. Students who complete the program can now receive up to four credits toward the Manitoba Mature High School Diploma.

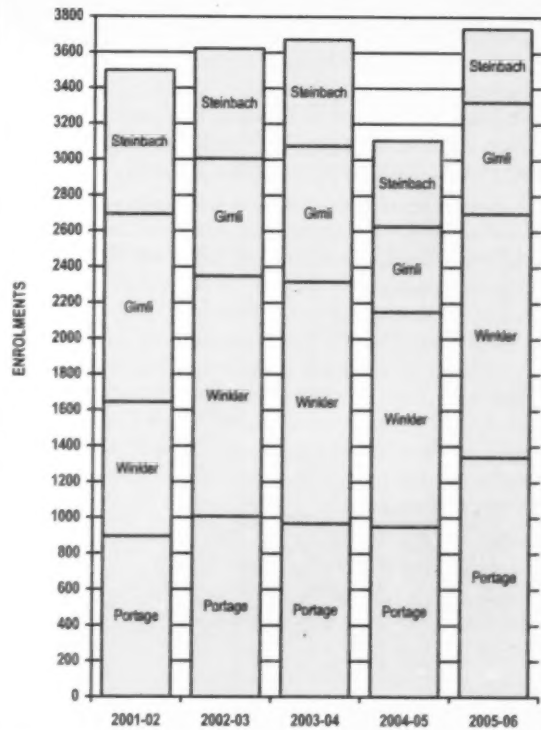


Steinbach Regional Campus

Regional Campus Full-time Enrolment



Regional Campus Part-time Enrolment



Steinbach Regional Campus Open House and Press Conference

APPRENTICESHIP

In cooperation with the Apprenticeship Branch, Red River College seeks to address the province's pressing need for skilled tradespeople. RRC is the largest provider of technical training for apprentices in Manitoba, delivering more than 70 percent of all technical apprenticeship training offered each year. The College is the designated provider of academic instruction for 29 trades.

The demand for skilled tradespeople is high and is expected to remain high for the foreseeable future. Skilled trades occupational categories formed 26 percent of the occupational categories listed in the 2006 *High Demand Occupations in Manitoba*. The Manitoba Construction Sector Council estimates that, between 2006 and 2014, 18 percent of the construction workforce (approximately 4,034 workers) will need to be replaced to maintain the labour force at 2004 levels. In addition, the Sector Council reports that the province will require an additional 2,500 workers, bringing the occupational demand up to approximately 6,500 workers.

In 2005-06, Red River College provided technical training for 1,985 apprentices, an increase of nine percent from the previous year's enrolment of 1,819 apprentices. The College has increased Apprenticeship training 53 percent over the last eight years.

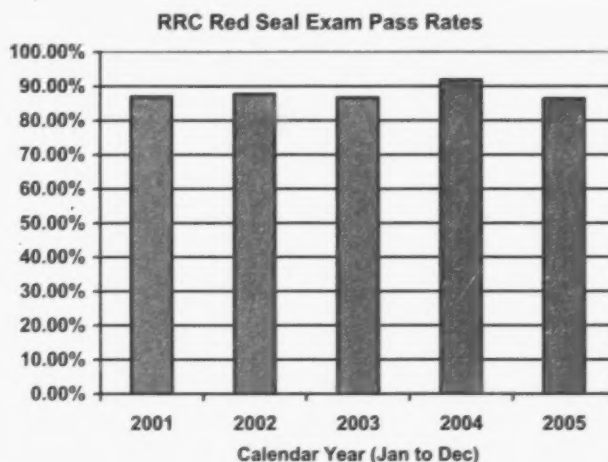
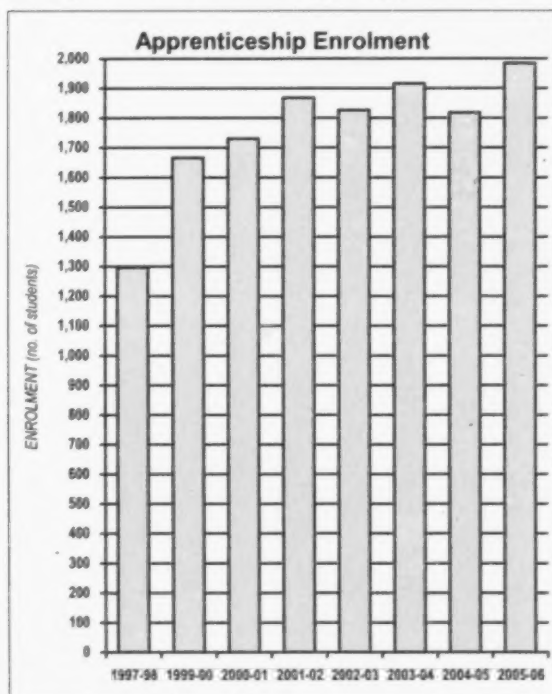
Apprenticeship training in electrical construction showed the largest increase in 2005-06, up 81 apprentices or

21 percent from the year before. Other trades that showed significant increases from 2004-05 included Automotive Service Technician, Carpentry, Crane Operator and Lather. RRC has been requested to increase the total number of apprentices trained by a further 10 percent in 2006-07.

These increases could not have been accomplished without a highly collaborative relationship between the College and the Apprenticeship Branch of Manitoba Competitiveness, Training and Trade. The role of the Apprenticeship Branch is to provide for apprenticeship training and trades certification of more than 50 regulated trades under *The Apprenticeship and Trades Qualifications Act*. The Branch registers and monitors apprenticeship agreements between apprentices and employers, and schedules technical training for apprentices at designated training providers and community colleges, including Red River College. The training follows standards for the trades developed and maintained by the Branch and approved by the Apprenticeship and Trades Qualifications Board.

The Apprenticeship Branch also oversees Manitoba's participation in the Interprovincial Standards Red Seal Program. The Red Seal Program facilitates greater mobility across Canada for skilled workers. The program encourages standardization of provincial and territorial apprenticeship training and certification programs, and provides the opportunity for qualified tradespersons to practice in the trade in any province or territory in Canada where the trade is designated without having to write further examinations. Currently 47 skilled trades are designated under the Red Seal Program.

In 2005, 840 Manitoba apprentices wrote the interprovincial exam. The number of Manitoba apprentices writing the interprovincial exams has increased 82.6 percent from 1997. Of the 447 Red River College apprenticeship students who wrote the interprovincial examinations, 86 percent were successful.



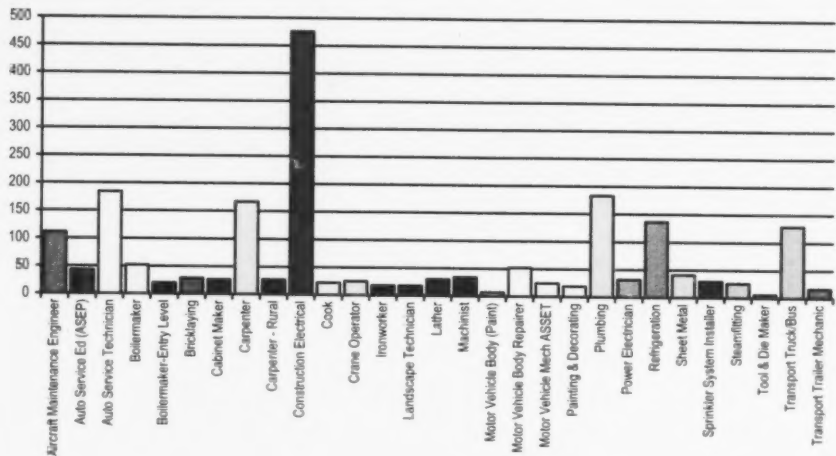
The Bannister Road Apprenticeship Training Centre opened at RRC in 2005. The establishment of the centre arose from a unique partnership involving Red River College, the Apprenticeship Branch, the Boilermakers Union Local 555, and the Iron Workers Union Local 728. The goal of the partnership was to ease the critical skilled heavy construction trades shortages in Manitoba. The Apprenticeship Branch provided funds to renovate the facility, the Boilermakers provided funds for equipment and the Steelworkers provided the steel for the adjacent heavy steel erection training site.

Red River College is endeavouring to increase capacity for training apprentices wherever possible. Significant increases are expected in the number of electricians, carpenters, plumbers, refrigeration mechanics, ironworkers and machinists trained in 2006-07.

Additional trades training classes will be undertaken in partnerships with the Manitoba Home Builders Association and a number of First Nations Communities. As the Canada Mortgage and Housing Corporation projects at least 4,800 housing starts in 2006 and 5,000 in 2007, increasing capacity is critical to the success of the home building and related market.

The *Manitoba Labour Market Overview and Outlook 2006* noted that the most salient feature of Manitoba's labour market over the last 5 years has been shortages in labour and skills required by employers. As the 2006 Council of the Federation report on post-secondary education notes: *Skilled tradespeople are, quite literally, building the foundation for our future.* For Red River College and the Manitoba Apprenticeship Branch, this means continued challenges and opportunities for effective partnering to further the interests of Manitoba's skilled trades.

Apprenticeship Enrolment by Program, 2005/2006



If you are interested in registering as an apprentice, contact:

Apprenticeship Branch
 Manitoba Competitiveness, Training and Trade
 1010 - 401 York Ave.
 Winnipeg, Manitoba R3C 0P8
 Ph: (204) 945-3337
 Fax: (204) 948-2539
www.gov.mb.ca/tradecareers
apprenticeship@gov.mb.ca

APPLIED RESEARCH AND COMMERCIALIZATION

RRC will continue to work to achieve its research mission as a leader in the application of knowledge through directed applied research in specific areas of expertise, enhanced connectivity between College expertise and the needs of industry, and the creation of an institutional climate of support for applied research. By adding applied research projects to the curriculum, the college will educate the next generation of applied researchers, equipping them to assume leadership roles in their respective fields.

The College has achieved Social Sciences and Humanities Research Council (SSHRC) eligibility status, while eligibility from the Canadian Institutes of Health Research (CIHR) is pending a successful application for a CIHR grant. Work continues on the Natural Sciences and Engineering Research Council (NSERC) pilot project (one of only six in Canada) within the Community and College Innovation Pilot Program for the Leading Advanced Manufacturing Practices project. RRC will leverage these successes through the Applied Research and Commercialization (AR&C) office to build applied research capacity and to increase research funding.

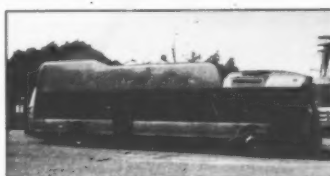
AR&C also developed a memorandum of understanding and a companion model agreement for "Applied Scientific Research & Experimental Development" which is intended to outline corporate and project relationships and roles in applied research. The agreements were first used with Motor Coach Industries to initiate work on a prototype of an MCI coach with a new engine / transmission pairing to meet stricter environmental requirements in the United States. This project will complement other projects already completed concerning the demonstration and evaluation of hydrogen-powered engine systems in transit buses.



MCI Intercity Highway Bus with a low emission diesel engine power system



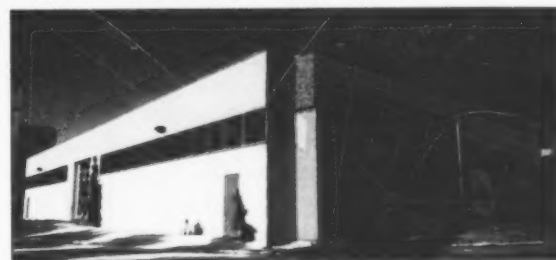
Hydrogen Hybrid Internal Combustion Engine (HHICE) Bus



Hydrogen Fuel Cell (H2FC) Bus

To accelerate the progress of applied research, the College will:

- Construct the Centre for Applied Research in Sustainable Infrastructure (CARSi) at the Notre Dame Campus, the College's first dedicated applied research facility, which will focus on research in composite material and sensors, asphalt and concrete pavements, large light-frame wooden structure and building envelopes.



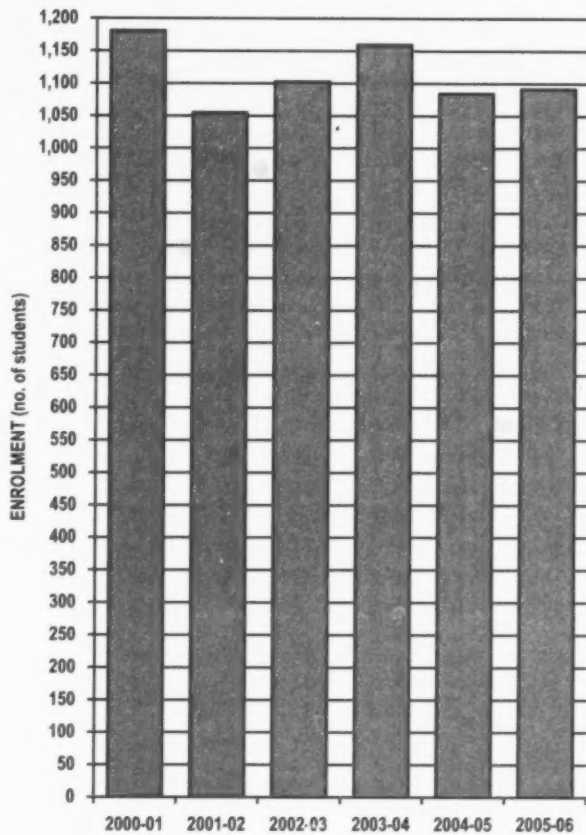
The Centre for Applied Research in Sustainable Infrastructure (CARSi)

- Continue the educational and review activities of the RRC Research Ethics Board to ensure compliance with the Tri-Council Policy requirements.
- Ensure the formalization of a full set of applied research policies to guide the development of the applied research initiative.
- Pursue applied research in niche areas, including sustainable infrastructure, advanced manufacturing, bio-sciences, human care services, alternative energy and educational technologies.
- Encourage culture of applied research by providing applied research opportunities for faculty and students.
- Promote the applied research and innovation expertise and capacity of the College to industry, business and government.



CO-OPERATIVE EDUCATION

Co-operative Education Enrolment

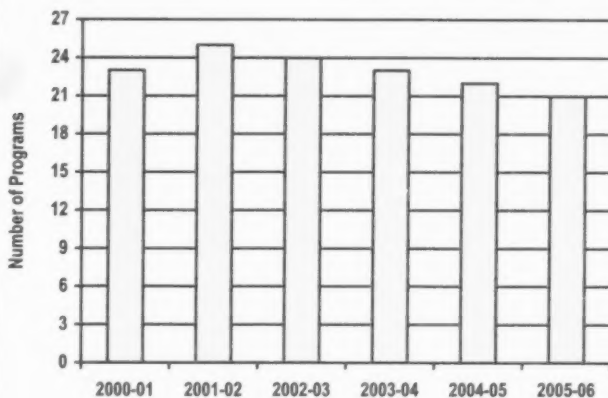


Red River College is committed to the philosophy and nature of co-operative education and has made the expansion of co-op programming a priority.

Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs. Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery. The number of students enrolled in co-op programs was 1,092 in 2005/2006. The total number of co-op programs stands at 21.

- ACCESS Civil/CAD Technology
- Architectural / Engineering Technology
- Building Design CAD Technology
- Chemical and Biosciences Technology
- Civil/CAD Technology
- Computer Analyst / Programmer
- Culinary Arts
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hotel and Restaurant Management
- Hotel & Tourism Management
- Information Systems Technology
- Mechanical Engineering Technology
- Municipal Engineering Technology
- Professional Baking
- Structural Engineering Technology
- Technical Communications
- Tourism Management
- Wood Products Manufacturing - Certificate
- Wood Products Manufacturing Technology - Diploma

Number of Co-operative Education Programs



Co-operative Education will continue to be considered as a delivery mode for new and existing programs where marketplace, students and the employing community find it a viable educational method.

INTERNATIONAL EDUCATION

The International Education Office (IEO), a strategic business unit, is mandated to provide a global presence and context for Red River College students, faculty and administration while returning both a monetary and an academic dividend to the college.

The six-person office is active in international student recruiting, academic exchanges, custom-designed contract training and fee-for-service international development aid programming. With the globalization of education, International Education is a key element in the worldwide image of the College, in finding new markets for programming and in attracting international students to Manitoba.

During the 2005/2006 academic year, the International Education Office:

- Registered a total of 48 ESL international students and 110 certificate / diploma international students from 33 different countries. Ninety-four international students graduated from ESL and academic programs this year. Nineteen students successfully completed the RN Refresher Program for Foreign-Trained Nurses.
- Responded to 3,751 e-mail, mail, telephone and walk-in student inquiries for information (a 39 percent increase). The website received over 10,000 hits.
- Hosted a group of four Malawian instructors to Red River College to obtain training in the Canadian College model of operation. This was part of the CIDA project in Malawi that RRC is implementing in partnership with SIAST and Bow Valley College.
- CIDA hosted a group of ten Chilean instructors in Winnipeg for two weeks. The Chilean instructors were involved in intensive training towards the achievement of the RRC Certificate in Adult Education. They were at RRC as part of a CIDA project.
- Developed a new strategic marketing strategy. Five countries have been targeted for intensive international recruitment efforts. These countries were: China, India, Mexico, South Korea and Japan. Networks of student agents are being established in the identified target countries.
- Initiated articulation agreements in India with Lovely Professional University (LPU) for computer studies and in China with the Shenyang Institute of Engineering (SIE) for the RRC Electrical Engineering Diploma.
- Submitted proposals for government funded initiatives in Bolivia and Chile for funding in the upcoming years.
- Continued to work closely with the Diversity and Immigrant Student Support Office to provide student services to international students.



Shenyang Institute of Engineering, China



Promoting entrepreneurship and self-sufficiency, Chile

APPENDIX 1

Partnerships

Partnerships strengthen our ability to develop and deliver successful programming related directly to the needs of the community. By bringing together unique, specialized resources and knowledge, a partnership strategy can achieve results more effectively and efficiently. RRC has a large number of partners and the number continues to increase every year. During 2005/2006, the College was honoured to work with such partners as:

- Aboriginal Centre of Winnipeg, Inc.
- Aboriginal Head Start
- Aboriginal Head Start, Manitoba Region
- Aboriginal Languages of Manitoba
- Aboriginal Literacy Foundation
- Addictions Foundation of Manitoba
- Advance Electronics
- Agassiz School Division
- Agriculture and Agri-Food Canada
- AIR - Airline International and Resort College, Niigata, Japan
- Alpine Systems
- American Production and Inventory Control Society (APICS)
- Amity University, India
- Animal Health Technologist Association
- Apple Canada
- Assiniboine Community College
- Assiniboine Credit Union
- Association for Community Living - Manitoba
- Association for Community Living - Winnipeg
- Association for Non-Traditional Education in the Philippines
- Association of Canadian College Schools of Business
- Association of Canadian Community Colleges (ACCC)
- Athabasca University
- Automotive Trades Association (ATA)
- Autotrol
- Bailey Instruments of Canada
- Barkman Concrete
- Beijing Sino-Air Technology Training Center, China
- Bethesda Hospital, Steinbach
- Board of the Opticians of Manitoba
- Boeing Canada Technology Ltd.
- Bombardier
- Boundary Trails Health District
- Boundary Trail Hospital, Winkler/Morden
- Bow Valley College
- Boys and Girls Clubs of Winnipeg
- Brandon Regional Health Centre
- Brandon University
- Briggs & Stratton Ltd.
- Bristol Aerospace
- British Columbia Institute of Technology (BCIT)
- Building Owners and Managers Institute (BOMI)
- Calgary Immigrant Assessment Service
- Calgary Regional Health Authority
- Camosun College
- Campus Canada
- Canada Foundation for Innovation
- Canada-India Business Council
- Canadian Animal Blood Bank
- Canadian Association for Co-operative Education (CAFCE)
- Canadian Association of Journalists
- Canadian Automotive Repair and Service Council
- Canadian Bureau for International Education, Ottawa
- Canadian Chamber of Commerce
- Canadian College of Health Service Executives
- Canadian Diabetes Association
- Canadian Education Centres Network (CECN)
- Canadian Imperial Bank of Commerce (CIBC)
- Canadian Information Processing Society (CIPS)
- Canadian Institute for International Studies, India
- Canadian Institute of Bookkeeping
- Canadian Institute of Financial Planners
- Canadian Institute of Traffic and Transportation
- Canadian International Development Agency (CIDA)
- Canadian National (CN)
- Canadian Lung Association
- Canadian Steel Trade & Employment Congress
- Canadian Tire
- Canadian Virtual College Consortium
- Canadian Vocational Association
- CancerCare Manitoba
- Canon Copiers
- Career Trek, Inc.
- CanWest Global
- Cargill
- CBC Manitoba
- Centennial College
- Central Lift and Equipment
- Centre for Aboriginal Human Resource Development (CAHRD)
- Centre for Canadian Language Benchmarks (CCLB)
- Centro de Estudios Macroeconomicos de Argentina (CEMA), Buenos Aires
- Certified General Accountants of Manitoba
- Certified Management Accountants
- Certified Technicians and Technologists Association of Manitoba (CTTAM)
- Cezar Ritz Colleges, Switzerland
- Chemcrest
- Child and Family Services
- Children's Hospital
- Chrysler Canada
- CIMCO Refrigeration
- College Universitaire de St. Boniface
- College Canada
- College of Licensed Practical Nurses of Manitoba
- College of Registered Nurses of Manitoba
- College of the North Atlantic
- Composite Innovation Centre (CIC)
- Concordia General Hospital
- Confederation College
- Consolidated Turf Ltd.
- Continuing Education by Design
- Corporacion Nacional de Desarrollo Indigena (CONADI), Chile
- Cummins Diesel Engines
- Dairy Farmers of Canada
- Dauphin Regional Health Centre
- Deep River Science Academy
- Deer Lodge Centre
- Delhi Public School Society, India
- Department of National Defence
- Directors of Education - First Nation Schools
- Dominion Window & Door
- Dpendable Global Recruitment
- Drummond McCall
- EECOL Electric Limited
- Eljay Irrigation
- Endeavour Information Systems
- Energy Services Alliance of Manitoba (ESAM)
- Evergreen School Division
- Family Centre of Winnipeg
- Fairview University Medical Centre, Minneapolis
- Federal Pioneer
- Fetal Alcohol Family Association of Manitoba
- First Nation Forestry Program
- Fisher River First Nation
- Fisher Scientific
- Ford Canada
- FrankFinn Institutes, India
- Friesen's Printers
- Fukuhara Gakuen University Consortium, Japan
- Ful-Flo Industries Ltd.
- Garden Hill Educational Authority
- Garden Valley School Division
- General Motors of Canada
- George Brown College
- Grace Hospital
- Grant McEwan College
- Grapes
- Habitat for Humanity
- Harv's Air
- Health Care Products Association of Manitoba
- Health Sciences Centre
- Hewlett Packard
- Hindustan College of Engineering, Chennai, India
- Holland College
- Homenko Builders
- Honda
- Hospital for Sick Children, Toronto
- Human Resource Management Association of Manitoba (HRMAM)
- Human Resources and Skills Development Canada
- Human Resources Development Korea (HRD Korea)
- Humber College Institute of Technology and Advanced Learning
- IBM
- Immigration Canada
- Indian and Northern Affairs
- Industry Canada
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Industrial Mathematical Sciences
- Instituto de Formacion de Empresarial (IFE), Santiago, Chile
- Instituto Tecnologico de la Costa Grande
- Instrument Society of America (Winnipeg Sector)
- Insurance Council of Manitoba
- Inter City Papers
- Intergraph Canada Ltd.
- Inter-Industry Conference on Auto Collision Repair (I-CAR) Canada
- International Parish Nurse Resource Center
- International Personnel Management Association - Manitoba Chapter
- Ironworkers Union, The
- Isaac Walton Killam Health Centre, Halifax
- Jeffries Nurseries Ltd.
- Junior Achievement of Manitoba
- Kortex Computers
- Kwantlen University College
- Lakeshore School Division
- Lawson Foundation, The
- Lennox Industries (Canada) Ltd.
- Lewis Instruments Ltd
- Little Black River First Nation
- Lincoln Welding (Canada)
- Linear Systems
- Loewen Millwork
- Loewen Windows

2005/2006 Academic Annual Report

Long Plain First Nation
 Lovely Professional University (LPU), India
 Luke's Machinery Co. Ltd. Manitoba Adult Learning and Literacy
 Manitoba Aerospace Association (MAA)
 Manitoba Aerospace Human Resources Coordinating Committee (MAHRUC)
 Manitoba Agriculture, Food and Rural Initiatives
 Manitoba Association of School Superintendents
 Manitoba Association of School Trustees
 Manitoba Aviation Council (MAC)
 Manitoba Business Magazine
 Manitoba Customer Contact Association
 Manitoba Chambers of Commerce
 Manitoba Child Care Association
 Manitoba Competitiveness, Training and Trade
 Manitoba Conservation
 Manitoba Council for Leadership in Education
 Manitoba Culture, Heritage and Tourism
 Manitoba Dental Association
 Manitoba Development Centre
 Manitoba Employment and Training Services, Portage la Prairie Centre
 Manitoba Competitiveness, Training and Trade - Apprenticeship and Trade Qualification Board
 Manitoba Competitiveness, Training and Trade - Employment & Training Services Centres
 Manitoba Education, Citizenship and Youth - MB4Youth Programs
 Manitoba Education, Citizenship and Youth - School Programs
 Manitoba Education, Citizenship and Youth - Professional Certification
 Manitoba Educational Geographic Information Consortium
 Manitoba Energy Management Task Force
 Manitoba Environmental Industries Association
 Manitoba Family Services and Housing
 Manitoba Family Services and Housing, Community Service Delivery Division, Winnipeg Services
 Manitoba Federation of Labour
 Manitoba First Nations Education Resource Centre
 Manitoba Health, Emergency Medical Services
 Manitoba Healthy Living
 Manitoba Heavy Construction Association
 Manitoba Home Builders' Association
 Manitoba Hydro
 Manitoba Justice, Adult Corrections
 Manitoba Labour and Immigration
 Manitoba Métis Federation
 Manitoba Métis Federation, Human Resource Development & Training
 Manitoba Métis Federation, Winnipeg Region
 Manitoba Moose
 Manitoba Ozone Protection Industry Association
 Manitoba Quality Network
 Manitoba Research and Innovation Fund
 Manitoba Restaurant and Food Services Association
 Manitoba Rolling Mills (MRM)
 Manitoba Teachers Society
 Manitoba Tourism Education Council
 Manitoba Transportation and Government Services
 Manitoba Veterinary Medical Association
 Marine Institute
 Marymound School
 Mazda
 Manitoba Education Research Learning Information Network (MERLIN)
 McLeod Adult Learning Centre
 Memorial University
 Mid-Canada Marine Dealers Association
 Midas Muffler
 Miller Environmental Inc.
 Misericordia Health Centre

Momentum Software
 Monarch Industries
 Monsanto
 Montreal Neurological Institute
 Motor Coach Industries
 MTS Allstream
 National Association of Allied Health Programs
 National Council of Deans of Technology
 National Research Council, Institute for Biodiagnostics
 National Research Council, Industrial Research Assistance Program (NRC-IRAP)
 National Training Alliance
 Natural Sciences and Engineering Research Council
 NAV Canada
 Navistar International
 Ndinawe
 New CanTech Ventures Inc.
 New Flyer Industries
 North Alberta Institute of Technology (NAIT)
 Nortel
 Northwest Technical College
 Norway House First Nation
 Nova Scotia Community College
 Nunavut Department of Education
 Open Learning Agency
 Ottawa Hospital
 PACE Inc.
 Palliser Furniture
 Panasonic Canada Inc.
 Parks Canada
 Partners for Careers
 Peguis Child and Family Services
 Peguis First Nation
 Pembina Valley Language/Education for Adults
 Pfizer Canada
 Philippine Association of Manitoba
 Pinaymootang First Nation
 Poplar River First Nation
 Portage & District General Hospital
 Portage la Prairie School Division
 Public Works & Government Services Canada
 Qititliq School, Arviat, Nunavut
 Queen Elizabeth Hospital, Charlottetown
 Queen Elizabeth II Health Sciences Centre, Halifax
 Rainbow Stage
 Regina General Hospital
 Regional Health Authority - Central Manitoba Inc.
 Rhineland School Division
 River East Transcona School Division
 Riverview Health Centre
 Royal Alexandra Hospital, Edmonton
 Royal Bank
 Royal Columbian Hospital, New Westminster, BC
 St. Boniface General Hospital
 St. Charles Adult Education Centre
 St. Paul College, Quezon City, Philippines
 St. John Ambulance
 St. John Regional Hospital, St. John, NB
 Sagkeeng First Nation
 Sandy Bay First Nation
 Saskatchewan Cancer Agency
 Saskatchewan Institute of Applied Science and Technology (SIAST)
 Saskatoon City Hospital
 Schweitzer-Mauduit Canada
 Seine River School Division
 Selkirk & District General Hospital
 Seven Oaks General Hospital
 Seven Oaks School Division
 Shenyang Institute of Engineering, China
 Siemens Canada
 Silicon Graphics
 Skills Canada, Manitoba
 Snap-on Tools

Snowmobilers Association of Manitoba
 Society for Technical Communication
 Society of Graphic Designers - Manitoba Chapter
 Society of Management Accountants of Manitoba
 Society of Manufacturing Engineers (SME)
 SONY of Canada Ltd.
 South Asia Partnership
 Southern Alberta Institute of Technology (SAIT)
 Southeast Regional Health Authority
 Southeast Resource Development Council
 Southland Electronics
 Standard Aero
 Stihl Limited
 Sturgeon Creek High School
 Sun Systems
 Suzuki
 3M Canada
 Take Pride Winnipeg
 Teacher Education and Certification Committee
 Tec Voc High School
 Technology Educators Association of Manitoba
 Telemecanique (Schneider Electric Canada)
 The Pas General Hospital
 Thunder Bay Regional Hospital
 Tom Powell Design Studio
 Toyota Canada Inc.
 Transport Canada
 TRILabs
 United Brotherhood of Carpenters & Joiners of America
 University College of the North
 University of Alberta Hospital, Edmonton
 University of Atacama, Copiapo, Chile
 University of Calgary
 University of Manitoba
 University of Minnesota, Crookston Campus
 University of New Brunswick
 University of North Carolina Hospital at Chapel Hill
 University of Victoria
 University of Winnipeg
 University of Winnipeg Collegiate
 Unisource
 UNISYS
 Universidad Tecnológica Metropolitana, Chile
 Upjohn
 Urban Circle Training Centre Inc.
 Valdie Seymour and Associates
 Vancouver Community College
 Vancouver General Hospital
 Victoria General Hospital
 Vita Health
 Volunteer Manitoba Inc.
 Walter and Duncan Gordon Foundation
 West Region Child and Family Services
 Western Canadian Association for Student Teaching
 Western School Division
 Westlink Innovation Network
 Willmar Windows
 Winnipeg Art Gallery
 Winnipeg Aviation
 Winnipeg Blue Bombers
 Winnipeg Chamber of Commerce
 Winnipeg Foundation
 Winnipeg Goldeyes
 Winnipeg International Children's Festival
 Winnipeg Police Service
 Winnipeg Press Club
 Winnipeg Public Library
 Winnipeg Sun
 Winnipeg Technical College
 Workers Compensation Board of Manitoba
 World University Service of Canada
 Wyeth-Ayerst Canada Ltd.
 Xerox
 Yamaha

APPENDIX 2

Program Highlights, 2005/2006

Program	1 st Year Quota	No. of Applicants between July 1, 2005 and June 30, 2006	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
ABORIGINAL EDUCATION											
Aboriginal Language Specialist	20	12	8	12	---	---	12	7	11	---	---
Aboriginal Self-Government Administration	20	36	8	21	9	---	30	21	23	1	7
Biindigen College Studies	60	75	8/1	62	---	---	62	24	49	2	13
Information & Office Administration	20	28	8	23	6	---	29	21	23	---	---
Information & Office Assistant Cert	---	37	8/3	22	---	---	22	20	22	---	---
Introduction to Trades	16	31	8/1	15	---	---	15	---	14	---	9
DIVISION TOTAL	136	219		155	15		170	93	142	3	29
APPLIED SCIENCES											
Animal Health Technology	25	117	8	29	18	---	47	45	2	---	18
Applied Biopharmaceutical Processing	15	9	8	3	---	---	3	1	---	---	3
Applied Pharmaceuticals	15	20	8	4	---	---	4	3	1	---	4
Chemical & Biosciences Technology	45	96	8	46	35	---	81	50	6	1	28
Child and Youth Care	25	94	8	31	21	---	52	41	12	---	16
College Preparation for Nursing	40	56	9	33	---	---	33	29	11	---	20
Community Development / Economic Development Certificate	25	12	8	14	---	---	14	13	7	---	10
Community Development Community Intern	14	14	10	15	---	---	15	12	5	---	4
Dental Assisting - Level 2	50	178	8	53	---	---	53	46	5	---	49
Diploma Nursing (Accelerated)	100	534	9	112	162	---	274	221	14	---	82
Disability and Community Support	30	46	8	27	20	---	47	38	7	---	13
Early Childhood Education	90	246	8/9/10	109	54	---	163	150	18	---	36
Early Childhood Education - Workplace	50	127	9/1	64	24	---	88	83	10	---	15
Family Support Worker	25	24	1	24	---	---	24	19	23	---	19
Health Care Aide	120	156	9/2	78	---	---	78	51	3	---	61
Health Care Aide/Unit Clerk	---	26	9	21	---	---	21	21	7	---	17
Joint Baccalaureate Nursing	100	476	9	102	85	117	304	256	30	---	---
Medical Laboratory Sciences	30	99	8	33	22	---	55	47	5	---	19
Medical Radiologic Technology	40	119	8	40	26	---	66	48	3	---	17
Magnetic Resonance Imaging and Spectroscopy	10	36	8	11	---	---	11	7	---	---	11
QA / QC in Pharmaceutical Industry	25	26	8	13	---	---	13	8	---	---	12

2005/2006 Academic Annual Report

Program	1 st Year Quota	No. of Applicants between July 1, 2005 and June 30, 2006	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
Radiation Therapy	14	49	9	11	---	---	11	9	---	---	10
Rehabilitation Assistant	17	21	9	21	---	---	21	16	---	---	---
Division Total	905	2581		894	467	117	1478	1214	169	1	464

BUSINESS AND APPLIED ARTS

American Sign Language-English	16	23	9	9	7	4	20	18	---	---	---
Aviation Management	25	21	8	8	---	---	8	---	---	---	2
Business Administration	582	1018	8/1	607	437	---	1044	486	88	---	258
Business Administration Integrated	64	68	8	70	33	32	135	62	75	---	---
Commerce/Industry Sales & Marketing	35	63	8	40	---	---	40	18	1	---	36
Computer Accounting Technician	105	137	8/1	118	---	---	118	73	15	---	55
Computer Analyst/Programmer	108	159	8/1	81	44	---	125	12	6	---	33
Computer Analyst/Programmer Integrated	33	18	8	33	17	---	50	7	5	---	---
Creative Communications	75	273	8	74	76	---	150	80	9	---	73
Culinary Arts - Diploma	70	175	8/1	76	48	---	124	51	14	---	20
Deaf Literacy Program	---	---	---	23	---	---	23	9	4	12	---
Deaf Studies	20	22	9	14	---	---	14	13	1	1	12
Digital Multimedia Technology	40	124	8	37	33	---	70	25	1	---	15
Graphic Design	50	228	8	46	59	---	105	57	6	---	51
Graphic Design - Advanced	20	30	8	20	---	---	20	8	---	---	20
Health Information Technologist	---	56	---	---	22	---	22	21	2	1	20
Hospitality & Tourism Management	100	148	8	82	---	---	82	63	8	---	---
Hotel and Restaurant Management	---	---	---	---	30	---	30	23	5	---	---
Tourism Management	---	---	---	---	9	---	9	9	2	---	---
Information Systems Technology	96	47	5	27	32	---	59	9	2	---	44
International Business	25	28	1	19	---	---	19	7	1	---	5
Library and Information Technology	30	21	8	34	---	---	34	30	2	---	---
Professional Baking	14	30	8	15	---	---	15	12	4	---	8
Division Total	1508	2689		1433	847	36	2316	1093	251	14	652

Program	1 st Year Quota	No. of Applicants between July 1, 2005 and June 30, 2006	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
EDUCATION, CURRICULUM & LEARNING RESOURCES											
Academic Development Programs	---	---	---	231	---	---	231	117	18	---	126
Business/Technology Teacher Education	12	12	8	5	5	6	16	12	1	---	---
Business Teacher Education - After Degree	4	21	8	6	6	---	12	5	---	---	5
English as a Second Language	---	---	---	762	---	---	762	453	1	---	541
Industrial Arts Teacher Education	16	20	8	16	11	26	53	6	2	---	3
Industrial Arts/Technology Teacher Ed - After Degree	4	4	8	1	---	---	1	---	---	---	---
Introduction to Business	36	94	9/2	65	---	---	65	40	6	---	32
Vocational Industrial Teacher Education	16	55	8	15	---	---	15	2	2	---	11
Division Total	88	206		1101	22	32	1155	635	30		718

INDUSTRIAL TECHNOLOGIES

Carpentry and Woodworking	36	195	8/1	39	---	---	39	3	1	---	22
Civil/CAD Technology	232	303	8/1	194	---	---	194	29	16	---	---
Architectural / Engineering Technology	---	---	---	---	25	23	48	9	3	---	15
Environmental Protection Technology	---	---	---	---	5	22	27	10	1	---	9
Geomatics Technology	---	---	---	---	26	15	41	1	2	---	13
Municipal Engineering Technology	---	---	---	---	37	29	66	5	3	---	26
Structural Engineering Technology	---	---	---	---	36	33	69	11	---	---	26
Building Design CAD Technology	---	---	---	---	31	---	31	10	4	2	17
Manufacturing Design CAD Technology	---	---	---	---	2	---	2	---	---	---	---
Electronic Engineering Technology	120	203	8/1	124	36	---	160	7	8	---	27
Computer Engineering Technology	---	---	---	---	6	---	6	1	---	---	7
Electrical Engineering Technology	---	---	---	---	21	---	21	1	1	---	23
Instrumentation Engineering Technology	---	---	---	---	20	---	20	---	---	---	16
Electronic Engineering Technology Integrated	40	14	8	18	11	---	29	4	4	---	---
Electronic & Network Technician	16	48	8	19	---	---	19	---	1	---	11
Electrical	48	208	8/1	49	---	---	49	---	7	---	27
Geographic Information Systems Technology	24	19	9	20	---	---	20	5	1	1	16
Greenspace Management - Diploma	22	28	8	15	16	14	45	7	2	---	12
Network Technology (CCNA) Certificate	2	15	8	6	---	---	6	---	1	---	2
Network Technology (CCNP) Certificate	2	4	8	4	---	---	4	---	---	---	4
Network Technology (CCNP) Diploma	12	8	8	5	---	---	5	---	---	---	5
Piping Trades	36	122	8/2	36	---	---	36	2	4	---	19

2005/2006 Academic Annual Report

Program	1 st Year Quota	No. of Applicants between July 1, 2005 and June 30, 2006	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
Refrigeration and Air Conditioning	18	58	8	20	---	---	20	---	2	---	12
Wood Products Manufacturing - Certificate	5	9	8	8	---	---	8	2	2	---	3
Wood Products Manufacturing - Diploma	15	16	8	12	10	4	26	4	1	---	3
Division Total	628	1250		569	282	140	991	111	64	3	315
TRANSPORTATION, AVIATION & MANUFACTURING											
Aircraft Maintenance Engineer	36	55	8/10	30	---	---	30	2	1	---	28
Automotive Service Ed Program	---	---	---	43	---	---	43	2	3	---	43
Automotive Technician - Certificate	60	104	8	65	---	---	65	4	11	---	48
Automotive Technician - Diploma	24	38	8/9	19	---	---	19	1	1	---	13
Collision Refinishing	10	14	10	11	---	---	11	1	1	---	8
Collision Repair and Refinishing	30	60	8	30	---	---	30	---	6	---	20
Gas Turbine Engine Repair & Overhaul	16	---	8	15	---	---	15	2	2	---	11
Heavy Duty Equipment Mechanic	48	81	8	50	---	---	50	---	12	---	29
Manufacturing CAD	15	25	8	16	---	---	16	---	---	---	11
Manufacturing Technician	56	35	8/2	36	14	---	50	3	2	1	8
Mechanical Engineering Technology	52	96	8	58	37	24	119	4	7	---	17
Outdoor Power Equipment Technician	14	33	8	14	---	---	14	---	2	---	10
Power Engineering Technology	20	59	8	22	---	---	22	1	1	---	---
Precision Metal Manufacturing	16	19	8	8	---	---	8	---	2	---	3
Technical Communication	25	12	8	9	9	---	18	9	---	---	6
Technology Management	---	6	8	2	---	---	2	---	---	---	---
Welding	36	96	8/11	35	---	---	35	3	4	---	18
Division Total	458	733		463	60	24	547	32	55	1	273
GRAND TOTAL	---	---	---	4615	1693	349	6657	3178	711	22	2451

Note: The above information does not include all full-time programs.





RED RIVER COLLEGE
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

2005/2006

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